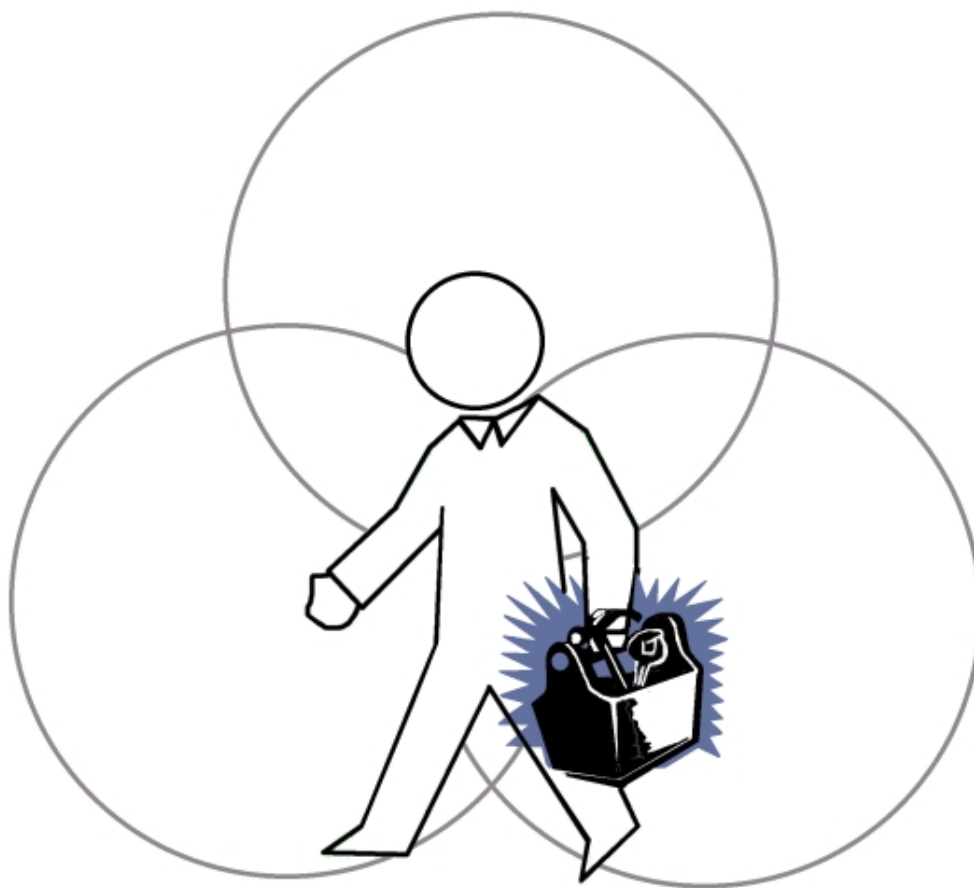


# THE TOOL KIT

## FOR SCHOOL COUNSELORS

An Implementation Guide  
for the *Idaho Comprehensive  
School Counseling  
Program Model*



# THE TOOL KIT FOR SCHOOL COUNSELORS

A resource to use with the  
*Idaho Comprehensive School Counseling Program Model*

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# **THE TOOL KIT FOR SCHOOL COUNSELORS**

## **NUTS AND BOLTS**



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# **THE TOOL KIT FOR SCHOOL COUNSELORS**

## **NUTS AND BOLTS**



# **INTRODUCTION**

**Foreword**

**Contributors**

**Purpose**

## Foreword

Guidance and Counseling programs in Idaho's schools exist to assist students to reach their full personal, academic and career potential. Guidance is an educational program in and of itself. It is a specialized program of activities and curriculum that leads students to effectively take charge of their lives and to plan for their futures and to achieve the learning standards adopted by their school districts.

During the 1980's, there was a growing sense of concern with the counseling and guidance programs in Idaho's public schools. In 1988, the Idaho State Board of Education adopted the Idaho Comprehensive Guidance Model and since that time, over 50 percent of Idaho's 113 school districts have been trained in the Model. The Idaho State Board of Education adopted the revised model in August 2000.

Idaho's 614 school counselors are the key to the implementation of the current model. This *Tool Kit* was designed to assist those counselors to more easily access the methods, materials, and human resources to continue that implementation.

*Dr. Ernie Biller*  
*June 2001*

# **THE TOOL KIT FOR SCHOOL COUNSELORS**

A resource to use with the  
*Idaho Comprehensive School Counseling Program Model*

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The University of Idaho Division of Adult, Counselor and Technology Education

*June 2001*

***The success of any job depends in great part on selecting the  
RIGHT tool and using it appropriately.***

## Purpose

The purpose of the counselor *Tool Kit*, much like any other tool kit, is to provide service to the user. The *Idaho Comprehensive School Counseling Program Model* supports the program of counseling in a school or district while the *Tool Kit* supports the Counselor working in a program. The *Tool Kit* is built upon the philosophy of the *Idaho Comprehensive School Counseling Program Model*, which is:

A school counseling program is a program that:

- is a program rather than a service that provides a vital link to the total instructional system of the school.
- has a curriculum based on the educational needs of all students.
- contains measurable student competencies, which address behaviors necessary to function effectively.
- seeks to attain educational excellence through individual excellence.
- is an integral part of the student's total educational experience.
- includes parent/guardian, teacher, and community involvement.
- is designed to address the needs of all students, K-12.
- shall be consistent with expected developmental stages of learning.
- provides developmental as well as preventative and remedial services.
- will involve the school, family, and business community.
- will include counselor's professional development necessary to maintain quality programs.
- shall be evaluated on stated objectives and related student achievement.

The *Tool Kit* further is designed to uphold the rationale behind establishing a comprehensive school-counseling program. This rationale says:

School Counseling is an integral part of each school's educational program supporting a base of academic success for each student. By design, it is developmental and focuses on milestones that follow sequentially as pre-school children become young adults. Counseling programs contain sequential activities that are organized and implemented by certified school counselors, teachers, and administrators, in collaboration with students, parents/guardians, and member of the local community.

The delivery methods of a school counseling program include:

1. A guidance curriculum that identifies competencies to be attained by all students at various stages of their development, and provides activities to help them achieve these competencies.
2. Individualized planning with students and their parents/guardians in the areas of personal/social, academic/technical, and career development.
3. Responsive services of counseling, consultation, and referral.
4. System support functions that promote effective delivery of the school counseling program.



# **THE TOOL KIT FOR SCHOOL COUNSELORS**

## **NUTS AND BOLTS**



# **POSITION DESIGN**

### **The Role of the School Counselor**

- Roles and Responsibilities
- Counselor Competencies
- Sample Counselor Flyer
- Reassignment of Non-guidance Duties

### **Sample Job Descriptions**

- Elementary
- Middle School/Junior High
- High School

### **Counselor Evaluation**

- Sample

# Roles and Responsibilities

## ***Definition of a School Counselor***

The school counselor is a certificated professional educator who provides support to students, teachers and parents. Three generally recognized helping processes used by the counselor are counseling, consulting, and coordination:

1. Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development;
2. Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students, and
3. Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and postsecondary schools. Their work is differentiated by attention to age-specific developmental stages or growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselors have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around individual counseling, small-group counseling, large group guidance, and consultation. (ASCA, 1998)

## ***Counselors' Orientation***

Professional school counselors accept responsibility to help all students through a systematically delivered comprehensive counseling program. At the same time, they respect each student, strive to understand each student's backgrounds and the factors that are influencing their present circumstances and maintain optimism about each student's future. School counselors approach students, parents, teachers, and others with warmth and understanding, an accepting and optimistic attitude about the potentialities of people, and the belief that people can change in positive ways. They are committed to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. When counselors who demonstrate these personal characteristics and competencies are selected, the probability for having an effective counseling program is increased.

## ***Counselors' Background and Training***

Most school counselors were teachers first. Thus, they have demonstrated competence as instructors and understand the dynamics of the classroom and the school setting. This initial experience provided the background for their understanding of school-related situations and problems and an understanding of the opportunities available in the school system.

Through course work leading them to a school counselor certification, professional educators learn and apply knowledge and skills through practicum and research experiences. Professional school counselors are committed to continuous professional growth and development; therefore, they develop annual professional growth plans. School districts provide in-service training for school counselors and teachers and support participation in professional development activities.

### ***Counselors' Professional Relationships***

Counselors are an integral part of the school's instructional team, which includes teachers, administrators and other education specialists. Counselors help students and their families resolve school-related problems, making them an integral part of the school's and districts special services team, which includes school psychologists, social workers, nurses, and administrators. School counselors collaborate with representatives from the business community to augment the responsive services program. Counselors also link with representatives from the mental health community.

### ***Counselors' Role***

The role of the school-counseling practitioner is to implement and manage the program as identified through the Idaho School Counseling Program Model.

### ***Counselors and Discipline***

Counselors approach discipline from a preventive perspective. Discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for counselors.

Consultation is one of the key intervention strategies employed by the counselor to create positive change and to facilitate the growth and development of students. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms. A systematic process is utilized which includes meeting with the teacher and the students individually and together to monitor progress and evaluate results. The school counselor utilizes appropriate school policies and may refer the family to community resources. The counselor continues to provide ongoing assistance as appropriate. Specific group sessions may be developed to assist students in their total school adjustment and thus reduce classroom problems. Small group counseling sessions are scheduled on a need basis.

### ***The Counselor and Special Education***

The ultimate responsibility of the counselor is to meet the guidance and counseling needs of all students. A counselor participates as a member of the multi-disciplinary team and at IEP meetings when counseling skills are required. Through the cooperative efforts of special education teachers, regular and professional/technical education teachers, counselors, and support personnel, students with disabilities can be provided with a solid foundation which will enhance personal, educational, and vocational development. The goal is to provide programs that help students achieve their potential.

### ***Counselors and Parenting Support***

Programs to assist and support parents in the parenting process are important parts of school counseling services, in addition to parent organization presentations and communications with the home, schools may take an active role in this process by offering parent support opportunities.

# Counselor Competencies

The competencies used by school counselors to carry out these roles and the counseling components that call upon these competencies are listed below.

<b><i>Roles and Competencies</i></b>	<b><i>Delivery Systems</i></b>
1. <b><i>Program Management</i></b>	
• Plan, implement and evaluate a developmental counseling ..... program.	Responsive Services or System Support
• Supervise activities of clerical, paraprofessional, and ..... volunteer personnel related to the program.	System Support
2. <b><i>Guidance Curriculum</i></b>	
• Coordinate the school developmental guidance curriculum. ....	Curriculum
• Assist teachers in the teaching of guidance related curriculum. ....	Curriculum
• Contribute to interdisciplinary curriculum development. ....	Curriculum
3. <b><i>Counseling</i></b>	
• Counsel individual students with their concerns. ....	Responsive Services
• Counsel small groups of students with their concerns. ....	Responsive Services
• Use accepted theories and techniques appropriate to school counseling. ....	Responsive Services
• Guide individuals and groups of students through the development of educational, career and personal plans. ....	Individual Planning
4. <b><i>Consultation and Student Advocacy</i></b>	
• Consult with parents, teachers, administrators, and other ..... relevant individuals to enhance their work with students.	Responsive Services or Individual Planning
• Represent student needs to others. ....	Responsive Services or System Support
5. <b><i>Coordination</i></b>	
• Coordinate with school and community personnel to bring ..... together resources for students.	Responsive Services or System Support
• Use an effective referral process for assisting students and others to use special programs and services. ....	Responsive Services
6. <b><i>Assessment</i></b>	
• Participate in the planning and evaluations of the district standardized testing program. ....	System Support
• Interpret test and other appraisal results appropriately. ....	Individual Planning
• Use other sources of student data appropriately for ..... assessment purposes.	Responsive Services or System Support

# Sample Counselor Flyer



## Counselors: Committed to Safe Schools

*Children learn best in safe, disciplined schools. School counselors make many contributions to promote safe, orderly schools where both student learning and positive behavior flourish.*

*School Counselors' contributions to safe schools include:*

### **WITH STUDENTS**

- o Provide group and individual counseling dealing with academic, career, personal, and social needs.
- o Coordinate mentor programs available to all students to assist with academic and peer concerns. Peer helper or buddy systems help new/transfer students adjust to North Junior High.
- o Facilitate programs that train students how to handle their anger and peer problems. For example, conflict resolution, peer mediation, and anger management.
- o Conduct regular discussion groups on school district's code of student behavior and discipline.

### **WITH PARENTS**

- o Provide parents with resources and training on disciplining children nonviolently and working with strong-willed children.
- o Have a referral system for parents/guardians seeking help with their children's behavior.

### **WITH TEACHERS, THE SCHOOL, AND THE DISTRICT**

- o Assist teachers and all staff with training needs in student behavior and discipline.
- o Coordinate a school-wide program that promotes no tolerance for fighting, bullying, harassing, discriminating, or other unsafe, inequitable behaviors.
- o Team with other student services' staff to develop an effective system of referral and assessment for students exhibiting troublesome behaviors.
- o Serve on the School and District Crisis Response Teams.

### **WITH THE COMMUNITY**

- o Work with local children/youth advocate groups, especially those that address child abuse, sexual abuse, and domestic violence issues.
- o Help create policies and programs that demonstrate a community who cares about its children.

***Get to know your grade level counselor!***

\_\_\_\_\_, 7<sup>th</sup> grade counselor

\_\_\_\_\_, 8<sup>th</sup> grade counselor

\_\_\_\_\_, 9<sup>th</sup> grade counselor

# Reassignment of Non-guidance Duties

The counselor time and task analysis reveals the current non-guidance duties counselors are performing. Some of these duties are fair-share responsibilities and everyone takes a turn doing them; however, there often are non-guidance duties that are assigned to the counselor alone. These are the duties, which must be reassigned in order for counselors to devote 100 percent of their time, creativity, and energy to the district/building comprehensive guidance program.

Budget constraints in many districts may preclude an instantaneous reassignment of non-guidance duties. To assure the transition is made systematically, it is critical that a written plan be developed as a part of the action plan presented to the Board of Education. A statewide task force of administrators and counselors developed the ideas that follow, they grouped non-guidance duties into four categories:

- Supervisory Duties
- Clerical Duties
- Special Programs and Services
- Administrative Duties

The following pages consist of examples (generated by counselors and administrators) of ways to streamline/reassign/displace non-guidance duties.

## ***Supervisory Duties***

- A. Developing and monitoring school assemblies.
  - This is an administrative function, and is not viewed as a part of guidance program responsibilities.
- B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision.
  - These duties could be shared equally among all staff.
  - Teachers could be assigned to some of these duties as a regular part of their schedule.
  - Volunteers could be used to supervise non-liaible events.
- C. Chaperoning school functions and athletic event supervision.
  - These duties could be shared among all staff.
  - Booster club members could handle some of the athletic events.
  - School staff could be paid extra to take on extra duties.
- D. Substitute teaching.
  - Counselors are not substitute teachers. On an occasional basis, however, counselors could conduct guidance learning activities, particularly if teacher absences are known in advance.

## ***Clerical Duties***

- A. Selling lunch tickets.
  - Clerical/secretarial or cafeteria staff should do this.

## ***Special Programs and Services***

- A. Class, club, and special program sponsorship.
  - Sponsorship of these activities and school staff functions are usually done on a volunteer basis.
  - Counselors should not be expected to assume any more responsibility for these programs than any other person on the staff.
  - In the case of programs such as the Missouri Scholars' Academy this is the responsibility of administrative personnel or a committee of teachers.
- B. Coordination and administration of school testing programs including individual testing
  - The overall coordination and administration of the school testing programs is the responsibility of the administration.
  - Teachers and counselors working together help in this process.
  - Counselors assist in the interpretation of test data to teachers, administrators, parents, and the community.
  - Counselors use test data in their work with students to help them monitor and manage their learning including their personal and career development.
  - Where possible, school psychometrists do individual testing or persons specifically hired and qualified to do this task.
  - The use of such data with students and parents is a counselor function.
- C. Responsibility for Individual Education Plans (IEP).
  - Counselors are involved in the diagnostic aspects of the IEP. They are not responsible for the development and implementation of the IEP or the Individualized Vocational Education Plan (IVEP).
  - Counselors do take part in staffing and conferences when appropriate.

## ***Administrative Duties***

- A. Master schedule development.
  - This is an administrative function. Administrators should seek input from guidance personnel as they plan and develop the master schedule. NOTE: The planning and development of a master schedule is not included as a part of a counselor's training.
- B. Principal of the day.
  - The counselor should not be put into the role of acting principal.
  - Hire retired school administrators.
  - Assign the responsibility to other teachers who have administrative certification.
  - Call on superintendents or other central office administrators to act as "principal for the day."
- C. Discipline.
  - Carrying out disciplinary actions is an administrative function.
  - Assessing consequences for student action is not a guidance function.

# Elementary School Counselor

## ***Primary Function:***

To provide a comprehensive counseling program for all children in elementary schools. Consult with teachers, parents and staff to enhance their effectiveness in helping students. Provide support to other elementary educational programs.

## ***Major Job Responsibilities:***

1. Implement the elementary guidance curriculum;
2. Guide individuals and groups of students through the development of educational, personal, social and career plans;
3. Counsel individuals and small groups of children toward social and emotional growth;
4. Consult with and train teachers, parents and staff regarding children's needs;
5. Refer children with problems and their parents to special programs, specialists and outside agencies;
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;
7. Participate in and facilitate the intervention team process;
8. Plan and evaluate the counseling program;
9. Pursue continuous professional growth.

## ***Illustrative Key duties:***

1. **Implement the elementary guidance curriculum:** conduct classroom guidance activities in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year' consult with and/or provide resources to teachers to facilitate their instruction of counseling content and to infuse counseling content in the regular educational curriculum.
2. **Guide individuals and groups of students through the development of life skills:** work with students in acquiring knowledge about and effective use of skills when interacting in the home, academic and peer environments.
3. **Counsel individuals and small groups of children toward social and emotional growth:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of children. Topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse. Serve as student advocate and avoid role of disciplinarian.



4. **Consult with and train teachers, parents and staff regarding children's needs:** participate in staffing; conduct in service programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent education program; write articles for parent newsletters, assist families with school-related problems.
5. **Refer children with problems and their parents to special programs, specialists and outside agencies:** consult and coordinate with in-district and community-based specialists, such as school administrators, nurses, school psychologists, community-based psychologists, service agencies, and physicians.
6. **Participate in activities that contribute to the effective operation of the school:** contribute to the school district and individual building goals for enhancing education; conduct in-service training, act as an advocate for groups or individual students as system decisions are made.
7. **Participate in and facilitate the intervention team process:** assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
8. **Plan and evaluate the counseling program:** review the counseling program annually with staff and administration; establish the counseling department master calendar; evaluate learning activities as they are implemented; complete an annual counseling program evaluation.
9. **Pursue continuous professional growth:** attend state and local sponsored staff development offerings; join associations; read professional journals and contribute to professional literature; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; conduct training for staff and other counselors.

### ***Organizational Relationships:***

An elementary school counselor is supervised by the district designee, collaborates with other district counselor(s), and works cooperatively with other school and district staff.

# Middle School or Junior High Counselor

## ***Primary Function:***

Provide a comprehensive counseling program for middle level or junior high students; consult with teachers, parents and staff to enhance their effectiveness in helping students; and provide support to other middle level or junior high educational programs.

## ***Major Job Responsibilities:***

1. Implement the middle level or junior high school guidance curriculum through delivery of classroom units and infusion in content areas;
2. Guide individuals and groups of students through the development of educational and career plans;
3. Counsel individuals and small groups of students toward social and emotional growth;
4. Consult with and train teachers, parents and staff regarding needs of middle level or junior high students;
5. Refer children with problems and their parents to special programs, specialists and outside agencies;
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;
7. Participate in and facilitate the intervention team process;
8. Plan and evaluate the counseling program; and
9. Pursue continuous professional growth.

## ***Illustrative Key Duties:***

1. **Implement the middle level or junior high school guidance program:** conduct developmental lessons in classroom settings in conjunction with teaching staff; consult with and be a resource person to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. **Guide individuals and groups of students through the development of educational and career plans:** provide orientation activities to incoming students; guide eighth graders in the development of their high school four-year plan; collaborate with elementary school counselors and high school counselors regarding pre-registration of incoming sixth graders and outgoing eighth graders; plan, coordinate, and assist in pre-registration; assist new students with course selection; coordinate career interest assessment administration and interpretation of results; coordinate career education activities.

3. **Counsel individuals and small groups of students toward social and emotional growth;** conduct structured, goal-oriented counseling sessions in systematic response to identify needs of individuals or groups of students-recurrent topics may include academic failure, child abuse, attendance problems, family issues, substance abuse, suicide prevention and intervention, behavior problems, peer problems, and pregnancy.
4. **Consult with and train teachers, parents and staff regarding needs of middle level or junior high students;** participate in staffing; conduct in-service programs for faculty; conduct conferences with teachers, parents, and students; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school-related problems.
5. **Refer children with problems and their parents to special programs, specialists and outside agencies;** consult and coordinate with district and community specialists, such as school nurses, administrators, school psychologists, service agencies, and physicians.
6. **Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;** contribute to individual and district goals for enhancing education; cooperate with other school staff in placing students with special needs in appropriate programs; evaluate students' schedules for appropriate placement; provide input and/or coordinate statewide test administration; act as an advocate for individuals or groups of students as system decisions are made.
7. **Participate in and facilitate the intervention team process;** assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
8. **Plan and evaluate the counseling program;** review the counseling program annually with other members of the counseling department staff; establish the counseling department master calendar and complete the annual program plan for the middle school or junior high school; and evaluate strategies as they are implemented.
9. **Pursue continuous professional growth.** attend district sponsored staff development offerings; join associations; read professional journals and contribute to professional literature; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; conduct training for staff and other counselors.

### ***Organizational Relationships:***

The middle level or junior high school counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

# High School Counselor

## ***Primary Functions:***

To provide, as a member of the counseling department staff, a comprehensive counseling program for students in grades nine through twelve and specifically provide services to meet the needs of assigned students; consult with teachers, staff and parents to enhance effectiveness in helping students; and to provide support to other high school educational programs.

## ***Major Job Responsibilities:***

1. Implement the high school guidance curriculum through delivery of classroom units and infusion in content areas;
2. Guide individuals and groups of students through the development of educational and career plans;
3. Counsel individuals and small groups of students with problems;
4. Consult with teachers, staff and parents regarding the developmental needs of students.
5. Refer students with problems to appropriate program specialists or community agencies.
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;
7. Participate in and facilitate the intervention team process;
8. Plan and evaluate the building counseling program; and
9. Pursue continuous professional growth.

## ***Illustrative Key Duties:***

1. **Implement the high school guidance curriculum:** conduct learning activities in classroom settings; consult with and be a resource person to teachers to facilitate infusion of learning activities into the regular education curriculum.
2. **Guide individuals and groups of students through the development of educational and career plans:** provide orientation activities for students new to the school; participate in orientation programs for incoming ninth graders; guide students in updating their high school four-year plans; assist juniors and seniors in evaluating their current status in conjunction with graduation; guide seniors in developing and implementing their post high school education and/or work plans; assist in pre-registration of high school students; interpret standardized test results and information to students, parents, and teachers; guide groups and individual students in application of test results and information to their educational and career plans; interpret results of college entrance test and career assessments to groups of students; guide all students to develop career/vocational plans through teaching and supervision of career education activities; guide students through career information system and other counseling center resources; assist students with scholarship and financial aid

information; provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and parents as they develop their educational and career plans.

3. **Counsel individuals and small groups of students with problems:** conduct structure, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students—recurring topics at the high school level may include academic failure, attendance and behavior problems, peer problems, family issues, child abuse, suicide threats and attempts, and sexuality issues.
4. **Consult with teachers, staff and parents regarding the developmental needs of students:** participate in staffing; conduct in-service programs for faculty; conduct or facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school-related problems; serve as student advocate.
5. **Refer students with problems to appropriate program specialists or community agencies:** consult with and coordinate in-district and community agencies, such as school nurses, administrators, school psychologists, service agencies and physicians. Consult with parents regarding referrals.
6. **Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school:** interpret group test results to faculty and staff; contribute to the school's goals for enhancing education in the building; establish effective liaisons with the various instructional departments; serve as an advocate for groups or individual students as decisions are made that will affect those students, with other school staff in the placement of students with special needs in appropriate programs, including gifted education, special education and vocational education opportunities; participate as a team member in administering the testing program.
7. **Participate in and facilitate the intervention team process:** assume an active role in designing implementing, monitoring, and adjusting educational plans for individual students.
8. **Plan and evaluate the building counseling program:** review the counseling program annually with administration and other staff; establish the counseling department master calendar; document and evaluate guidance learning activities as they are implemented; complete an annual counseling program evaluation.
9. **Pursue professional growth:** attend state and locally sponsored staff development offerings; join associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; contribute to professional literature; and conduct training for staff and other counselors.

### ***Organizational Relationships:***

The high school level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

# Counselor Evaluation

\_\_\_\_\_ School District

**Counselor Evaluation**



*Teaming  
for  
Excellence*

\_\_\_\_\_

**Name of School Counselor**

\_\_\_\_\_

**Position**

\_\_\_\_\_

**Date of Evaluation**

\_\_\_\_\_

**Evaluator**

## I. RESPONSIVE SERVICES/INDIVIDUAL PLANNING

### A. Counsels With Individual Students

**Comments:**

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not willingly/consistently counsel with individual students		Counsels with students in a timely manner, using an appropriate point of intervention and employing appropriate counseling skills consistent with school counseling model		Exhibits exceptional counseling skills; sees students in a timely manner and makes an extra effort to provide follow up

### B. Facilitates Support Groups

**Comments:**

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not facilitate support groups		Facilitates support groups; uses proper screening methods and appropriate curriculum-based materials		Is proficient in facilitating support groups; skilled in designing and utilizing education-based curriculum

**C. Consults With Staff****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Rarely, if ever consults with staff		Consults with staff on a regular basis, giving them appropriate information about students		Takes initiative to establish and maintain regular, systematic, consultations with staff

**D. Consults With Parents****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Consultation with parents occurs seldom and is usually initiated by the parents		Consults with parents on a regular basis, initiating contact whenever necessary		Demonstrates a high level of skill in parent consultation

**E. Consults With Administrator****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Counselor does not consult with administrators to keep them informed		Consults with administrators, both at building level and district level, keeping them informed of crisis intervention and teacher, student and parent contacts		Consistently keeps principal/counselor coordinator informed of crises, community contacts, and work with students, teachers and parents

**F. Makes Appropriate Referrals****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Does not refer student to private counseling, doctors or agencies		Counselor makes appropriate referrals to other counselors, physicians or agencies that can provide additional student services		

**G. Crisis Intervention****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Unwillingly/ Unable to contribute meaningfully in a crisis intervention		Consistently works cooperatively (within the site plan?) in crisis intervention		

**H. Intervention****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Is unwilling/unable to make meaningful contribution to the development of intervention plans		Assists in development of behavior intervention plans, Including determination of target behavior and effective consequences/rewards		Provides leadership in suggesting elements for plan takes an active role in monitoring and adapting plan

**II. CLASSROOM GUIDANCE UNITS****A. Counsels With Individual Students****1. Academic Expectations****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Academic expectations are vague, minimal effort is required to attain objectives		Consistently provides objectives for students that promote reasonable growth		Challenges students to reach objectives that promote exceptional growth



## 2. Curriculum Implementation/Planning

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not follow adopted curriculum; incomplete, vague planning		Follows adopted curriculum; selects appropriate objectives, materials and activities from curriculum.		Innovatively implements adopted curriculum and integrates subject areas

## B. Lesson Presentation

### 1. Motivation

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Methods do not stimulate; student interest appears low		Procedures stimulate interest; create desire to learn		Exceptional use of motivational techniques to capture/sustain student interest

### 2. Questioning Strategies

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Utilizes poor questioning strategies; makes little or no effort to ask questions that promote varied levels of thought		Utilizes appropriate questioning strategies; makes provisions for questions that which promote varied levels of thought		Skilled in designing and utilizing effective questioning techniques to facilitate student response/discussion

3. Active Learning				Comments:
Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Students are not engaged in the learning process		Students are actively engaged in the learning process		Students participate with a high degree of enthusiasm and motivation

4. Feedback				Comments:
Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Little or no feedback given		Provides feedback that is positive, equitable, specific and timely		Extra effort is made to provide varied and meaningful feedback

5. Closure				Comments:
Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Instructional period ends abruptly		Brings appropriate closure to lesson		Purposefully summarizes lesson to reinforce skills and/or concepts

## C. Learning Environment

### 1. Classroom Atmosphere

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not foster a sense of belonging and a feeling of security		Fosters a sense of belonging and a feeling of security		Effectively establishes a sense of community and makes extra effort to create a sense of belonging and security

### 2. Acknowledges Effort and Success

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Effort and success are not acknowledged or are negatively acknowledged		Uses positive and meaningful methods to acknowledge effort and success		Uses positive and meaningful methods to acknowledge effort and success

### 3. Classroom Management

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Students repeatedly off task; confusion in the classroom hampers instruction		Students follow instructions; distractions seldom interfere with instructional environment		Students consistently working, attentive and involved in activity

### 4. Behavioral Expectations/Consequences

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Expectations set for behavior are vague and inconsistent		Sets reasonable and fair expectations, administers consequences appropriately		Establishes procedures that promote student self-reliance and self-discipline

### III. INTERPERSONAL RELATIONSHIPS

#### A. Written and Oral Communication

**Comments:**

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Speaking and writing skills are weak; uses poor grammar		Communicates in an effective, professional manner		Highly skilled in both oral and written communication

#### B. Pupil Relationships

**Comments:**

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not treat students in a fair, firm and respectful manner		Establishes a positive rapport and maintains appropriate, professional relationships with students		Establishes rapport which results in a high level of mutual respect and concern

#### C. Staff Relationships

**Comments:**

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Non-contributor; negative influence		Maintains professional relations with other staff members.		Contributes to overall staff morale; positive force within the school community

#### D. Parent/Counselor Relationships

**Comments:**

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not communicate effectively with parents		Initiates written and/or oral communication with parents		Establishes and maintains regular, systematic communication with parents

**E. Confidentiality****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Does not use discretion in dealing with school related matters		Respects the confidential nature of matters relating to pupils, parents and school personnel; uses discretion in remarks about students, teachers and school matters		

**IV. PROFESSIONAL GROWTH AND RESPONSIBILITIES****A. Initiative/Responsibility****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Does not complete requirements/duties in an appropriate timely manner		Completes duties and assignments in an appropriate and timely manner		Takes initiative and assumes responsibility

**B. Cooperation/Collaboration****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Uncooperative, negative, or unwilling to work with others		Consistently works cooperatively and collaborates with others		Extremely cooperative; shares ideas, expertise, materials and is available to help others

**C. Professional Growth****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Seldom participates in professional growth activities or does so reluctantly		Participates in in-service activities designed to stimulate professional growth; takes university course work to update/enhance knowledge		Actively seeks ways in which to expand knowledge/expertise; provides school/district leadership

**D. Committee Participation****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
No interest shown		As refinements of procedures arise, a willingness is shown to actively participate		Demonstrates leadership through participation in district-wide activities or projects

**E. Responsive to Constructive Criticism****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Disregards suggestion for improvement and makes no attempt to change		Responds well to suggestion for improvement		Accepts suggestion for improvement and takes the initiative and steps to incorporate change

**F. Adherence to Policy****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Does not regularly cooperate in supporting school/district regulations and/or policies		Understands and adheres to contract obligations, school board policies, administrative policies and school policies, including policies and guidelines for accommodating special needs students		Assumes active leadership role in the development, support and execution of school/district regulations and/or policies

**G. Record Keeping****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Does not keep accurate, up-to-date records		Consistently keeps counseling records up-to-date and posted with accurate information		Thorough documentation of student files; exhibits extra efforts to maintain accurate, up-to-date records

**H. Technology****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Unwilling/unable to make appropriate use of available technology		Demonstrates knowledge and effective use of available technology for professional tasks		Actively seeks ways in which to integrate technology into professional tasks

**I. Time Management****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Often late in meeting schedules and deadlines; little or no preplanning ineffective task management; inability and/or unwillingness to prioritize		Demonstrates ability to manage multiple tasks; meets schedules and deadlines, completes assessments and reports in a timely manner, develops and consistently follows an appropriate schedule		Highly organized extremely well prepared; sets priorities to meet deadlines

**J. Multidisciplinary Team Involvement****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Reluctant/unwilling to participate in the MDT process		Actively participates and makes recommendations to meet the special need of students		Provides leadership to MDT by demonstrating an insightful, holistic approach to meeting identified student needs

**K. Safety****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Perform and work in a manner that endangers health/safety of self and others		Follows established health/safety procedures		

**L. Appearance****Comments:**

<b>Unsatisfactory</b>	<b>Some Deficiencies Noted</b>	<b>Meets District Expectations</b>	<b>Exceeds Expectations</b>	<b>Exemplary</b>
Neglectful of appearance		Presents a professional appearance		



## V. PROFESSIONAL DEVELOPMENT PLAN

### A. Goal Setting

Comments:

Unsatisfactory	Some Deficiencies Noted	Meets District Expectations	Exceeds Expectations	Exemplary
Does not develop appropriate growth goals, activities, and/or methods for evaluation of goal attainment		Develops appropriate growth goals, activities and methods for evaluation of goal attainment		Is proficient at self-assessment and development of appropriate growth goals; develops varied methods for evaluation of goal attainment

### B. Review of Annual Goals (Narrative and indication of attainment level for each):

\_\_\_\_\_  
Evaluator's Signature  
with input from:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

I understand that I will receive one copy of this report; one copy will be filed in the evaluator's office and one copy will be filed in the District Administration Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Employee Comments (optional):

## **THE TOOL KIT FOR SCHOOL COUNSELORS**

**NUTS  
AND  
BOLTS**



# **LEGAL STANDARDS AND GUIDELINES**

**ASCA Ethical Standards**

**Idaho Standards for School Counselors**

**What is Good Information?**

**ASCA Internet Position Statement**

**Normal Distribution of Intelligence**

# Ethical Standards For School Counselors

## *American School Counselor Association*

### **Preamble**

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation grounded in the behavioral sciences with training in clinical skills adapted to the school setting. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to ensure that the rights of the counselee are properly protected within the structure of the school program. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. Each person has the right to privacy and thereby the right to expect the counselor-client relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document the American School Counselor Association (ASCA) has specified the principles of ethical behavior necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Counseling Association (ACA), and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors was developed to complement the ACA standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of the document are to:

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, population served, or membership in ASCA.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to students, parents, colleagues and professional associates, school and community, self, and the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional deportment.

### **A. RESPONSIBILITIES TO PUPILS**

The school counselor:

1. Has a primary obligation and loyalty to the pupil who is to be treated with respect as a unique individual, whether assisted individually or in a group setting.
2. Is concerned with the total needs of the student (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques and rules of procedure under which she/he may receive counseling assistance at or before the time when the

counseling relationship is entered. Prior notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees.

4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of laws relating to students and strives to ensure that the rights of students are adequately provided for and protected.
6. Avoids dual relationships, which might impair his/her objectivity and/or increase the risk of harm to the client (e.g. counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.
7. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge of available resources.
8. Protects the confidentiality of student records and releases personal data only according to prescribed laws and school policies. Student information maintained through electronic data storage methods is treated with the same care as traditional student records.
9. Protects the confidentiality of information received in the counseling relationship as specified by law and ethical standards. Such information is only to be revealed to others when informed consent of the counselee and is consistent with the obligation of the counselor as a professional. In a group setting, the counselor sets a norm of confidentiality and stresses its importance, yet clearly states that confidentiality in-group counseling cannot be guaranteed.
10. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals. The counselor informs the counselee of actions to be taken so as to minimize confusion and clarify expectations.
11. Screens prospective group members and maintain an awareness of participants' compatibility throughout the life of the group, especially when the group emphasis is on self-disclosure and self-understanding. The counselor takes reasonable precautions to protect members from physical and/or psychological harm resulting from inter-action within the group.
12. Provides explanations of the nature, purposes, and results of tests in a language that can be understood by the client(s).
13. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques. The counselor recognizes that computer-based testing programs require specific training in administration, scoring and interpretation that may differ from that required in more traditional assessments.
14. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that (1) computer applications are appropriate for the individual needs of the counselee, (2) the counselee understands how to use the application, and (3) follow-up counseling assistance is provided. Members of under represented groups are assured of equal access to computer technologies and the absence of discriminatory information and values within computer applications.

15. Has unique responsibilities in working with peer programs, in general, the school counselor is responsible for the welfare of students participating in peer programs under his/her direction. School counselors who function in training and supervisory capacities should refer to the preparation and supervision standards of professional counselor associations.

## **B. RESPONSIBILITIES TO PARENTS**

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Inform parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
3. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.
4. Treats information received from parents in a confidential and appropriate manner.
5. Shares information about a counselee only with those persons properly authorized to receive such information.
6. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.
7. Is sensitive to changes in the family and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their position and according to law.

## **C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES**

The school counselor:

1. Establishes and maintains a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum guidance and counseling services.
2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.
4. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

#### ***D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY***

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of students.
2. Informs an appropriate official of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions, which may limit or curtail their effectiveness in providing programs and services.
4. Assists in the development of curricular and environmental conditions appropriate for the school and community; educational procedures and programs to meet student needs; and a systematic evaluation process for guidance and counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.
5. Actively cooperates and collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

#### ***E. RESPONSIBILITIES TO SELF***

The school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of the potential effects of his/her own personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Recognizes that differences in clients relating to age, gender, race, religion, sexual orientation, socioeconomic, and ethnic backgrounds may require specific training to ensure competent services.
5. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession, Professional and personal growth is continuous and ongoing throughout the counselor's career.

#### ***F. RESPONSIBILITIES TO THE PROFESSION***

The school counselor:

1. Conducts herself/himself in such a manner as to bring credit to self and the profession.
2. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research, statistical or program planning purposes, the counselor ensures protection of the identity of the individual client(s).

3. Actively participates in local, state and national associations, which foster the development and improvement of school counseling.
4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state and local governments.
5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.
6. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

## **G. MAINTENANCE OF STANDARDS**

Ethical behavior among professional school counselors, association members, and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors or the ACA, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. If feasible, the counselor should consult with a professional colleague to confidentially discuss the nature of the complaint to see if he/she views the situation as an ethical violation.
2. Whenever possible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school and/or school district. This may include both informal and formal procedures.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence: local counselor association-state counselor association-national counselor association
5. The ASCA Ethics Committee functions in an educational and consultative capacity and does not adjudicate complaints of ethical misconduct. Therefore, at the national level, complaints should be submitted in writing to the ACA Ethics Committee for review and appropriate action. The procedure for submitting complaints may be obtained by writing the ACA Ethics Committee, c/o The Executive Director, American Counseling Association, 5999 Stevenson Avenue, Alexandria VA 22304.

## **H. RESOURCES**

School counselors are responsible for being aware of, and acting in accord with, the standards and positions of the counseling profession as represented in official documents such as those listed below:

Code of Ethics (1989). National Board for Certified Counselors. Alexandria, VA.  
 Code of Ethics for Peer Helping Professionals (1989). National Peer Helpers Association, Glendale, CA.

Ethical Guidelines for Group Counselors (1989). Association for Specialists in Group Work, Alexandria, VA.

Ethical Standards (1988). American Association for Counseling and Development, Alexandria, VA.

Position Statement: The School counselor and Confidentiality (1986). American School Counselor Association. Alexandria, VA.

Position Statement: The School Counselor and Peer Facilitation (1984). American School Counselor Association. Alexandria, VA.

Position Statement: The School Counselor and Student Rights (1992). American School Counselor Association, Alexandria, VA

The ASCA Delegate Assembly, March 19, 1984, adopted ethical Standards for School counselors. The ASCA Delegate Assembly, March 27, 1992, approved this revision.



# Idaho Standards for School Counselors

*The purpose of the standards for school counselors is to promote and enhance the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development.*

## **Principle 1 (Standards of Practices):**

***The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development.***

### ***Knowledge***

1. The school counselor understands the Idaho Comprehensive School counseling Program Model.
2. The school counselor understands the history and foundations of school counseling and related fields.
3. The school counselor understands a variety of counseling theories and techniques.
4. The school counselor understands the dynamics of cultural diversity.
5. The school counselor knows the importance of advocacy.
6. The school counselor knows the appropriate ethical and legal standards and requirements.
7. The school counselor knows the importance of continued professional development.
8. The school counselor knows how to access community resources and professionals to aid students and their families.

### ***Disposition***

1. The school counselor respects all students.
2. The school counselor appreciates cultural diversity.
3. The school counselor is committed to counseling and educational professional ethical standards.
4. The school counselor recognizes the importance of professional graduate training and continued professional development.
5. The school counselor appreciates community resources and professionals.

### ***Performance***

1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, and personal/social development).
2. The school counselor uses appropriate intervention strategies.
3. The school counselor uses appropriate consulting, collaborating, and team-building skills within each domain.
4. The school counselor adheres to the appropriate school-counseling role as described in the Idaho Comprehensive School Counseling Program Model.
5. The school counselor maintains certification and engages in continued professional development.

6. The school counselor adheres to professional, ethical, and legal standards.
7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

## **Principle 2 ( Academic/Technical Development Domain):**

***The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.***

### ***Knowledge***

1. The school counselor knows developmental theories.
2. The school counselor understands various learning styles.
3. The school counselor understands family systems and their impact on learning.
4. The school counselor understands educational systems.
5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.
6. The school counselor understands how diversity influences lifelong learning.

### ***Disposition***

1. The school counselor appreciates diversity and its effect on lifelong learning.
2. The school counselor recognizes the importance of various educational options and curricula.
3. The school counselor is committed to lifelong learning.

### ***Performance***

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.
2. The school counselor meets the standards in the Idaho Comprehensive School counseling Program Model in the Academic/Technical Development Domain.

## **Principle 3 ( Academic/Technical Development Domain):**

***The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.***

### ***Knowledge***

1. The school counselor knows a variety of decision – making and problem – solving models.
2. The school counselor understands how attitudes and behaviors relate to successful learning.
3. The school counselor understands models of time management, task management, and study skills.
4. The school counselor knows the importance of personal choice and responsibility.
5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

### ***Disposition***

1. The school counselor recognizes that all students have the right to academic and technical success.
2. The school counselor recognizes student satisfaction as it relates to academic and technical success.
3. The school counselor appreciates individual student differences and their relationship to success.

### ***Performance***

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision-making and the development of life goals.
2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision-making.
3. The school counselor models time management and task management skills,
4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.
5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.
6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

## **Principle 4 ( Academic/Technical Development Domain)**

***The school counselor understands the relationship among personal qualities, education and training, and the world of work.***

### ***Knowledge***

1. The school counselor knows appropriate goal-setting techniques.
2. The school counselor understands the process of establishing short and long-range goals.
3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

### ***Disposition***

1. The school counselor recognizes the importance of effective goal setting.
2. The school counselor recognizes that all students can develop specific strategies to attain life goals.
3. The school counselor appreciates the relationship among personal qualities, education and training, and the world of work.

### ***Performance***

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.
2. The school counselor engages students in establishing short and long-range goals.

3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

### **Principle 5 ( Academic/Technical Development Domain):**

***The school counselor understands the relationship of academics to life in the community and at home.***

#### ***Knowledge***

1. The school counselor understands the effects that values and lifestyle have on academics.
2. The school counselor understands that the needs of the community affect life choices.
3. The school counselor understands how local, state, and global economics affect individuals.

#### ***Disposition***

1. The school counselor recognizes the importance of learning as it affects values and lifestyle.
2. The school counselor recognizes the importance of the relationship of academics to life in the community and at home.

#### ***Performance***

1. The school counselor describes the importance of learning as it affects values and lifestyle.
2. The school counselor links the needs of the community to students' life choices.
3. The school counselor communicates the effects of local, state, and global economies on student planning.

### **Principle 6 (Career Development Domain):**

***The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.***

#### ***Knowledge***

1. The school counselor knows career development theories.
2. The school counselor understands the value of self-awareness in career decisions making.
3. The school counselor knows how to research and obtain career information.
4. The school counselor knows how to evaluate and interpret career information.
5. The school counselor understands the risks and rewards within various career options.
6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.
7. The school counselor knows how to identify post-high school options.

#### ***Disposition***

1. The school counselor appreciates family, community, and cultural values as they relate to the world of work.
2. The school counselor appreciates the dignity of work.

### ***Performance***

1. The school counselor uses and evaluates research and information resources to obtain career information.
2. The school counselor facilitates understanding of the value of self-awareness in career decision-making.
3. The school counselor gathers and dispenses information to identify post-high school options.
4. The school counselor identifies risks and rewards of various career options.
5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.
6. The school counselor promotes networking, negotiating, and mentoring in career development.

## **Principle 7 (Career Development Domain)**

***The school counselor understands strategies to achieve career success and satisfaction.***

### ***Knowledge***

1. The school counselor knows education, training, and career decision-making strategies.
2. The school counselor understands the effects of education, work, and family values on individual career decisions.
3. The school counselor recognizes that personal and environmental conditions affect decision-making.
4. The school counselor understands personal consequences of making and not making decisions.

### ***Disposition***

1. The school counselor recognizes age-appropriate career awareness and decision-making.
2. The school counselor recognizes that collaboration leads to effective career decision-making choices.

### ***Performance***

1. The school counselor describes criteria for making personal decisions about education, training, and career goals.
2. The school counselor identifies job placement services.
3. The school counselor presents information for both job search and job acquisition.
4. The school counselor helps students develop awareness of strategies, behaviors and attitudes that support career advancement.
5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

## **Principle 9 (Career Development Domain)**

***The school counselor understands diversity and transition issues in today's workforce.***

### ***Knowledge***

1. The school counselor knows how to stay abreast of trends and changes in the world of work.
2. The school counselor understands the historical perspective of work and industry and how it relates to today's diverse workforce.
3. The school counselor understands the effects of stereotyping on education, work environments, and community.
4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.
6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.
7. The school counselor understands laws and regulations related to students with disabilities.

### ***Disposition***

1. The school counselor is sensitive to the reality of multiple career transitions throughout life.

### ***Performance***

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.
2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
3. The school counselor creates awareness of transition issues and strategies for lifelong career development.
4. The school counselor disseminates information on the laws and regulations related to students with disabilities.

## **Principle 10 (Personal/Social Development Domain)**

***The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.***

### ***Knowledge***

1. The school counselor understands the dynamics of inter and inter-personal interests, abilities, and skills,
2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.
3. The school counselor understands how behavior influences the feelings and actions of others.
4. The school counselor understands the relationship between personal behavior and self-concept.
5. The school counselor understands diverse life roles.
6. The school counselor understands environmental influences on behavior.

***Disposition***

1. The school counselor appreciates diverse personal interests, skills, and abilities.
2. The school counselor is committed to encouraging positive self-esteem.

***Performance***

1. The school counselor assists student sin identifying personal interests, skills and abilities.
2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students' self-concept.
3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.
4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.
5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

**Principle 11 (Personal/Social Development Domain)**

***The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.***

***Knowledge***

1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision-making.
2. The school counselor knows that the learning and development process is continuous and involves a series of choices.
3. The school counselor knows the skills of decision-making, goal setting, and problem solving.
4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

***Disposition***

1. The school counselor appreciates individual differences.

***Performance***

1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision-making.
2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.
3. The school counselor engages students in decision-making, goal setting, and problem solving.
4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

## **Principle 12 (Personal/Social Development Domain)**

***The school counselor understands safety and survival skills.***

### ***Knowledge***

1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.
2. The school counselor knows negotiating, problem solving, and conflict resolution skills.
3. The school counselor understands the process of personal change.
4. The school counselor understands the process of human growth and development.
5. The school counselor knows strategies for personal safety and survival skills.

### ***Disposition***

1. The school counselor recognizes the relationship between personal well-being and the process of human growth and development.
2. The school counselor appreciates the need for personal safety and survival skills.

### ***Performance***

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.
2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.
3. The school counselor describes the relationship between personal well being and the process of human growth and development.
4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.



# What Is Good Information?

Chuck Mollerup, Director, Idaho Career Information System (CIS)

Realistic career plans require useable information about a multitude of education and work fields. As individuals we are continually searching for facts about where we might live. We look for the career options that are related to our individual strengths and motivations, then we try to determine how people prepare for and become successful in those fields.

The good news is, there is a great quantity of information available. The bad news is that a lot of that information is of limited value to us as individuals. We are bombarded daily with data and information in every conceivable form. From friends, family and colleagues to television, radio, newspapers, and now the Internet; we try to navigate our way through a bewildering array of pitches, suggestions, warnings, slogans, pictures, numbers, and sound bites. At some point all of this is supposed to lead to some rational conclusion about what is right for us. As individuals, it is very difficult to know what information to absorb and what to screen out. What is the wheat and what is the chaff?

At CIS we struggle with these questions as well. What does constitute “good” information? Since there are so many ways of receiving information, it has been necessary for us to define those characteristics that are important. Following are some of the criteria we use at CIS to determine the value of career information:

- **ACCURATE** – Information that is true, verifiable and not deceptive. Accurate career information is based on empirical data and can be validated by comparing sources or checking for internal consistency.
- **CURRENT** – Information that is applicable to the present time. Keeping information current requires a process of eliminating the old and adding the new. While some types of information are more perishable than others, it is generally accepted that occupation and education information should be reviewed and updated annually to be current.
- **RELEVANT** – Relevant information applies to the interests of the individuals who use it for the decisions they are facing. It should reduce a person's uncertainties about work and education while facilitating choice and planning. Since we live and work in local labor markets rather than in national ones, the better description of local conditions, the more relevant it is to us. Therefore, state and local information is usually more valuable than national.
- **SPECIFIC** – For information to be specific, it must contain concrete facts. General observations are often interesting and can provide a background for further analysis, but specific facts are essential to realistic planning and decision-making.
- **UNDERSTANDABLE** – People using information must be able to comprehend it before they can use it. Data must be analyzed and converted into words. The content of the message should avoid ambiguities and be informative to the intended audience.

- **COMPREHENSIVE** – The information should include all the important categories within its scope of coverage. For CIS that includes the full range of occupational opportunities, their related educational programs of study and training, and the schools that offer them as the core. Related to that is information about money for school, looking for work, employers and industries, working for yourself, and so on.
- **UNBIASED** - This characteristic is about the motivation or purpose for which the information is being produced and delivered. It is unbiased when the individual or organization delivering the information has no vested interest in the decisions or plans of the people who are receiving the information.
- **COMPARABLE** – The information presented should be of uniform collection, analysis, content, and format so that a user of the information can compare and contrast the various occupation, program of study, and school files.

These are some of the most important qualities that we at CIS strive to achieve in making information useful for planning and decision-making. However, CIS is not the only source of information available nor should it be the only source someone uses. Information obtained from lots of sources creates a better picture and is more likely to result in successful career decisions and sound educational plans. Though it can sometimes be confusing and even conflicting, each source has its own unique strengths and limitations. We believe that career information is most useful when the people who use it have some basis for evaluation.

The National Career Development Association agrees. NCDa recently published Career Literature, Software, and Video Review Guidelines, a publication written specifically to help counselors and other career professionals determine the quality of career information. Go to their website at <http://ncda.org> and select “NCDa Policy Statements” from the index on the left for information.

# ASCA Internet Position Statement

## *THE PROFESSIONAL SCHOOL COUNSELOR AND STUDENT SAFETY ON THE INTERNET (Adopted 2000)*

### ***American School Counselor Association Position***

The American School Counselor Association (ASCA) recognizes both the democratic rights of all citizens in regard to freedom of speech and access to information. These freedoms must be balanced with the need for appropriate guidance, protection and security through students' development stages. Professional school counselors advise parents and school personnel in determining age-appropriate materials and resources for children. This important information may be disseminated as part of the school's comprehensive developmental school counseling program. Professional school counselors are cognizant of the benefits of accessing programs and materials for students as well as the need to ensure the safety of students with regard to online threats, privacy, access to personal information and consent.

### ***Rationale***

The Internet is an extraordinary resource for up to date information crossing geographical boundaries, accessing archived information, meeting people, publicizing a commercial venture or business and having fun. Within the Internet, however, few parameters or traditional danger cues exist. The Internet does not have a central organizing body and authors of Internet information in chat rooms, pen pal services and on home pages have anonymity. These factors provide a potential for students to be victimized.

### ***The Professional School Counselor's Role***

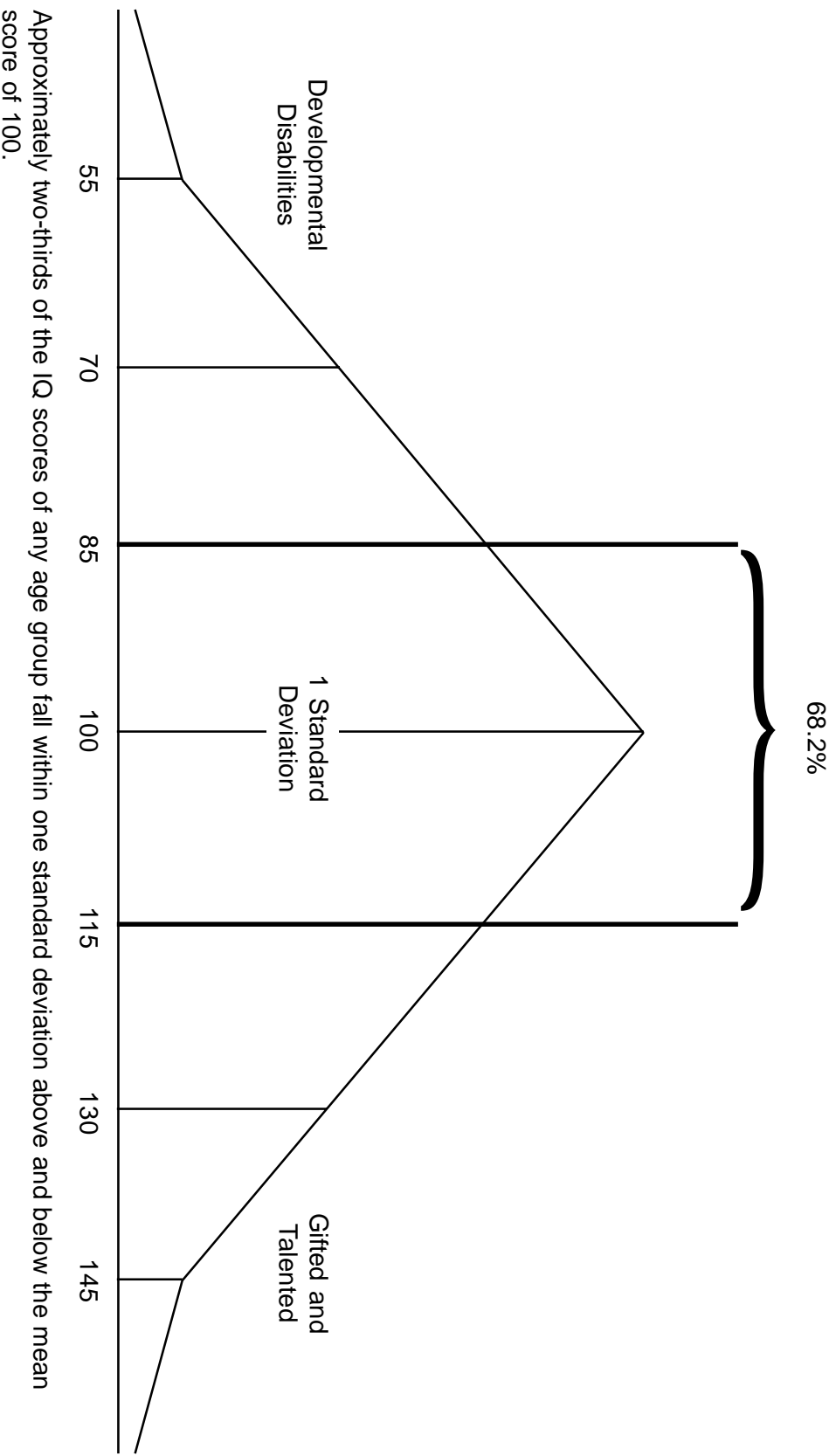
Professional school counselors know children's development stages and can provide Internet guidelines to parents and school personnel. ASCA encourages school counselors to disseminate the Internet Safety Guidelines authored by its partner, the National Center for Missing and Exploited Children. Professional school counselors can educate parents on the potential for addictive behaviors in computer use. The professional school counselor is a consultant to parents, students and school personnel in cultivating those safety and survival skills related to Internet use.

### ***Summary***

The Internet provides global opportunities for learning and exploring. Because of the freedom of access and use, professional school counselors need to assist and support parents and school personnel in protecting their students from harm and victimization.

## Normal Distribution of Intelligence

(Based on tests with a standard deviation of 15)  
with demarcations of exceptionality



## **THE TOOL KIT FOR SCHOOL COUNSELORS**

# **NUTS AND BOLTS**



# **POLICIES AND PROCEDURES**

### **Child Abuse**

Child Protection Act

Flyer on Child Abuse

Sample Release of Information Form

Sample Consent for the Release of Information Form

### **Crisis Management Procedures**

# Title 16

## Juvenile Proceedings

### Chapter 16

### Child Protective Act

#### **16-1619. Reporting of Abuse, Abandonment or Neglect.**

- (a) Any physician, resident on a hospital staff, intern, nurse, coroner, school teacher, day care personnel, social worker, or other person having reason to believe that a child under the age of eighteen (18) years has been abused, abandoned or neglected or who observes the child being subjected to conditions or circumstances which would reasonably result in abuse, abandonment or neglect shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement of any report made directly to it. When the attendance of a physician, resident, intern, nurse, day care worker, or social worker is pursuant to the performance of services as a member of the staff of a hospital or similar institution, he shall notify the person in charge of the institution or his designated delegate who shall make the necessary reports.
- (b) For purposes of subsection (c) of this section the term “duly ordained minister of religion” means a person who has been ordained or set apart, in accordance with the ceremonial, ritual or discipline of a church or religious organization which has been established on the basis of a community of religious faith, belief, doctrines and practices, to hear confessions and confidential communications in accordance with the bona fide doctrines or discipline of that church or religious organization.
- (c) The notification requirements of subsection (a) of this section do not apply to a duly ordained minister of religion, with regard to any confession or confidential communication made to him in his ecclesiastical capacity in the course of discipline enjoined by the church to which he belongs if:
  - (1) The church qualifies as tax-exempt under 26 U.S.C. 501 (c) (3) ;
  - (2) The confession or confidential communication was made directly to the duly ordained minister of religion; and
  - (3) The confession or confidential communication was made in the manner and context which places the duly ordained minister of religion specifically and strictly under a level of confidentiality that is considered inviolate by canon law or church doctrine, A confession or confidential communication made under any other circumstances does not fall under this exemption.
- (d) Failure to report as required in this section shall be a misdemeanor.

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***(The flyer discussing information about child abuse for school personnel is no longer in print.)***

For information about how to prevent, recognize or report child abuse, contact:

Idaho Department of Health & Welfare  
(208)334-5500

(For a list of local offices to which to report suspected child abuse, see the web page [http://www2.state.id.us/dhw/childprot/child\\_pro.htm](http://www2.state.id.us/dhw/childprot/child_pro.htm) )

Idaho Education Association  
(208)336-6967

Idaho Department of Education  
(208)332-6800

# Release of Information

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

Birth date: \_\_\_\_\_ Phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

In accordance with requirements of Family Educational Rights and Privacy Act of 1974, information sent/received by public schools may not be shared with any other party without written consent of parents/guardian (or student if 18 or older).

\_\_\_\_\_  
Signature (School Counselor)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Address

\_\_\_\_\_  
School Phone

-----  
As legal guardian of the above – named child, I hereby authorize the mutual exchange of confidential information between the \_\_\_\_\_ School District and:

Agency/Practitioner: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_  
Signature (parent/guardian)

\_\_\_\_\_  
Date



# Consent For The Release Of Confidential Information

I, \_\_\_\_\_, authorize and request,  
(Name of Participant)

\_\_\_\_\_ School District to reciprocally communicate confidential information verbally, electronically, or in writing to:

\_\_\_\_\_, the following

information: \_\_\_\_\_  
(Nature of the information, as limited as possible)

The purpose of the disclosure authorized herein is to: \_\_\_\_\_  
(Purpose of disclosure, as specific as possible)

I understand that my records are protected under federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR Part 2, and cannot be disclosed without written consent unless otherwise provided for in the regulations. I also understand that I may revoke this consent at any time except to the extent that action has been taken in reliance on it, and that in any event this consent expires automatically as follows:

\_\_\_\_\_  
(specification of the date, event, or condition upon which this consent expires)

Dated: \_\_\_\_\_  
(Signature of Participant)

\_\_\_\_\_  
(Signature of parent, guardian or authorized representative when required)

# Sample Crisis Management Procedures

## ***TEAM INTERVENTION IS THE BEST APPROACH TO USE IN ANY CRISIS DEVELOPMENT.***

- A. Provides better safety for all involved.
- B. Helps staff maintain better professionalism since team members can lend support to one another during a crisis situation.
- C. Helps if litigation should develop since having another person on the scene provides a witness to the intervention.

## ***TEAM MEMBERS/RESOURCES/INDIVIDUAL ROLES***

- A. ADMINISTRATOR/DESIGNEE: Making sure the crisis procedures are in operation and functioning effectively, Team leader.
- B. TEACHER(S): Being alert to possible student problems and referring these problems to the proper resources (i.e. Student Management Team Member.) Following up to see that the student receives help and monitoring progress.
- C. COUNSELOR, SOCIAL WORKER, AND SCHOOL PSYCHOLOGIST: Working as a team to initiate strategies in the management of the crisis.
- D. NURSE: Acting as a consultant regarding medical aspects of the crisis and supporting students going through the grieving process. Coordination with faculty, parents, physician, and students regarding the health and welfare of the school population.
- E. RESOURCE OFFICE/LOCAL LAW ENFORCEMENT REPRESENTATIVE: Aiding with the legal aspects of crisis management.
- F. SCHOOL PHYSICIAN/SCHOOL PSYCHIATRIST: Acting as a consultant to the team and making recommendation regarding referrals and acting as a medical liaison with community agencies, mental health providers, physicians, and hospitals.
- G. HEALTH AND WELFARE/PRIVATE PRACTITIONERS: Being available to receive referrals from Crisis Management Team members and parents. Being available to help the school manage the crisis.
- H. PARENTS: Becoming a part of the Crisis Management Team that decides the proper direction in getting the best treatment for the child. In case of a death, the parent(s) coordinates with the school regarding funeral attendance and school programs.

The following suggested procedures are intended to serve as guidelines to Student Management Teams in dealing with the following:

- A. Tragic events that affect the total functioning of the school population (i.e. accidents, deaths, or disasters.)
- B. Threats to individuals' health and/or safety in the school building (i.e. suicide threats or gestures, threats against students or faculty members, out-of-control behaviors, etc.)

***CRISIS MANAGEMENT IN THE EVENT OF A TRAGEDY THAT WOULD BE EMOTIONALLY TRAUMATIC TO A SIGNIFICANT PORTION OF THE SCHOOL POPULATION:***

Procedures are to be used in the event of a death or deaths of individuals or major tragedies such as multiple injuries and/or deaths due to automobile or bus accidents or natural disasters that would be traumatic to the extent that the total functioning of the school is affected.

- A. Ancillary team members are notified to report to the school to join other team members in dealing with the crisis.
  - A phone tree should be established at each school to facilitate notification of staff members and faculty during a crisis.
  - The Directors of Secondary or Elementary Education and the Director of Pupil Personnel should be notified that there is a crisis at the school, its nature, and management's strategies in order to facilitate adequate personnel management of the crisis.
- B. The team meets with the principal or assistant principal acting as the team leader who informs the team of the known facts and helps formulate a plan of action. Duties are assigned to team members and communication procedures are established, i.e. who will be managing the grieving rooms and which room(s) will be utilized.
- C. A faculty meeting is held to alert the teachers of the crisis and management procedures. The principal gives appropriate oral or written instructions and possible responses the teachers might make to the student, which could include an official statement for the teachers to read to their classes. Faculty members' cooperation should be obtained in helping to deal with sensitive issues, spreading of rumors, etc.
- D. Decision to lower the flag should be based upon school district policy.
- E. Announcements to the student body may be as follows: (example only)  
The staff and I are saddened by the sudden death of one (several) of our student(s) \_\_\_\_\_ Name(s) \_\_\_\_\_. I wish to express our school's deepest sympathy to the family, relatives and friends who know and loved \_\_\_\_\_ Name(s) \_\_\_\_\_.
  - The principal might choose to ask for a moment of silence as a general response to this tragic loss.
  - The principal also announces the location of the room(s) where students might go to express grief over the loss of their friend(s). This room will be under the guidance of mental health specialists in the school. Management teams in the individual schools should designate rooms for grief management in advance.

- F. Teachers in the classrooms will refer individuals or groups of students (who are obviously grieving the loss of their friends) to the designated room for emotional support.
- G. Some classroom teachers may feel comfortable taking time to discuss the tragedy with their class. Some classes by their nature lend themselves to such discussions better than others. Teachers should be watchful to send students in emotional difficulty to the special room designed by the principal.
- H. Children need close supervision while in the grieving process. Methods for keeping track of students are important – i.e. who is the grieving room, which was picked up to go home, etc.

Dealing with the students:

- A. A special room is designated to receive students who are having difficulty with the tragedy.
  - 1. This room(s) should be large enough to handle the number of students comfortably. Kleenex and water should be provided. In elementary schools it is important to keep art supplies, crayons, etc. so students may express their feelings through making cards, writing letters, and poems, etc.
  - 2. A team member(s) should be in attendance to help students with the grieving process. Team members should be prepared to separate grieving students into manageable groups with a facilitator in charge of each group in order to help process their grief according to the procedures outlined in C below.
    - a. Secondary students may need less involvement from team members in the process. However, close monitoring by team members may provide opportunities for more formal discussions of the grieving process and ways to facilitate a healthy recovery.
  - 3. A special room may be needed to deal with parents who arrive at school as a result of a serious tragedy – i.e. a bus accident. Phone access might be an important consideration in assigning such a room.
- B. Students should not be sent home to grieve alone. Any student wishing to go home should be picked up by one of the parents with a permission to leave from the school nurse.
- C. It is recommended that the team leader appoint a member of the team to attend the class(es) that have lost one or several of its members to give information and offer opportunities for discussion of the loss.
  - 1. Review the known facts, dispel rumors.
  - 2. Demythologize the act if it is a suicide.

3. Inform them of the grieving room.
  4. Encourage them to express their reactions in whatever way is appropriate for them. (all responses are acceptable, from severe upset to no reaction whatsoever.)
  5. Discuss possible guilt or feelings of responsibility.
  6. Discuss possible fears for their own safety and that of their siblings and peers.
  7. Ask them to be supportive of one another and to escort any friend who is upset to a teacher, counselor, or the Grieving Room.
  8. Reassure them that any adult in the building is available to help.
  9. Encourage them to discuss their feelings with their parents.
- D. Do not remove the chair or empty the student's locker. It might be perceived as callous by some. Parents might wish to send someone to empty the locker. Classmates should be asked about the removal of the desk or assigning it to another student.
- E. Holding large assemblies to discuss suicide is not recommended. However, in such cases, meetings with clubs, bands, etc. who have lost members is appropriate.

Dealing with faculty members:

- A. Faculty members may also have to deal personally with losses of their students or other faculty members. The principal may wish to provide a substitute or aid for a teacher who is more directly affected by the crisis. However, it is helpful for the students if the regular teacher is there to support students in their class. Parent volunteers may be utilized to help support the teacher(s) and staff in crisis situations.
- B. Meetings with the faculty are very important in gaining information and direction regarding tragic events. Increasing the frequency of such meetings increase communication and gain support from the faculty for the procedures. Faculty members should be encouraged to submit names of other students who might be at risk as a result of traumatic events such as a death of a fellow student or teacher.
- C. Ancillary personnel are often involved in monitoring the needs of the faculty. Opportunities for further group intervention with faculty members in debriefing after a tragedy can be very helpful. Guilt and anger are two feelings often shared by teachers and administrators.

Handling the press:

- A. Consult with the deceased student's family. Assure them that confidential information is being protected. State the exact plan for working with media members so there is no possibility of misunderstanding.
- B. In general, one person (principal) in the school should be designated as the spokes person for the school. The press can be very helpful in disseminating information back and forth between the community and the school. The press members are individuals who are only trying to do their job. Helping the press get the facts quickly and directly is advantageous to all concerned.

- C. However, the student should see school as a safe and secure environment where they are not forced to give interviews to the press or watch themselves grieving on television.
- D. Students should be told that they do not have to answer questions from the press. Suggest that they not make any comments they wouldn't want said about themselves.
- E. The press usually is allowed to take pictures of students coming and going to school and in the hallways but should be restricted from making students late to class or from coming into a classroom to take pictures. **THE GRIEVING ROOM IS OFF-LIMITS TO THE PRESS.**
- F. Decide what is appropriate for the school or district to say and say it. The principal should prepare and issue a statement. Express the sorrow of the faculty and student body. Explain what is being done to deal with the tragedy. Possible press release:
  - The school has just learned that two of our students have died as a result of an automobile accident. Three others are reported to have been injured. The extent of their injuries is unknown at this time.
  - The school has called all special services personnel back to the school, and the Crisis Management Team has set our standard procedures into effect.
  - The school is making every effort to deal with this crisis in an orderly and sympathetic manner. Our sincere condolences are given to family and friends of the deceased and our prayers are with those that are injured.
- G. Explain the ground rules about disrupting the school routine.

Aftermath:

- A. If students wish to attend funeral services or actually take part in them, the wishes of the family must first be considered. (The administrator is often the best person to contact the family regarding the loss felt by the school and the wishes of the family regarding funeral arrangements.)
- B. With regard to a memorial or other observance of the deceased, be aware that there is a fine line between dramatizing a death and doing something appropriate that allows students to express a sense of loss.
- C. Students or school personnel who feel close to the student(s) who committed suicide may of course be allowed to attend funeral services. In addition, they may wish to encourage efforts in the school to prevent such tragedies from happening and perhaps make donations to agencies which help students who are at risk for suicide (i.e. crisis hotlines, money for art-supplies, library books, etc.)
- D. Monetary and memorial efforts should involve parents of the deceased as well as members of the student body.
- E. Flowers and cards sent to the school should be displayed so students can benefit from community support efforts.

- F. One person should be designated to coordinate phone calls and expressions of concern and to respond to those who sent flowers, cards, contributions, etc. The secretary is often the best person to make and receive calls. However, this person needs good communication from the team in order to function effectively in this role.
- G. If possible, the parents of known close friends should be contacted early so that these children don't have to learn of the death(s) at school.

#### Follow-up

- A. See any individual students that continue to have difficulty working through the grieving process. The consulting psychiatrist, social worker, school psychologist, nurse, and counselor are resources for such referrals. A form letter written for parents informing them of what happened and how they might best be helpful is suggested, especially at the elementary level.
- B. Refer any students that are not working through the grieving process and that manifest behavior that suggests community services should be offered to the parents.

### ***MANAGEMENT PROCEDURES IN THE EVENT OF A THREATENED SUICIDE, HEALTH CRISES ACCIDENT, EMOTIONAL TRAUMA OR OTHER SINGLE INCIDENT THAT DOES NOT INVOLVE A SIGNIFICANT PORTION OF THE STUDENT BODY:***

- A. Appropriate team members should be contacted when a student or students become at risk or life threatening behavior or conditions are present at school.
  - 1. The previously listed crisis management team members who are appropriate should be called to the incident. For example, suicidal threats, gestures, and attempts could involve input from the following people:
    - a. Nurse
    - b. Resource Officer
    - c. Parent
    - d. Counselor, Psychologist, and Social Worker
    - e. Administrator
  - 2. In cases of a threatened suicide, crisis management techniques involve these accepted responses:
    - a. Establish a relationship
    - b. Assess the degree of risk
      - 1) How specific is the plan?
      - 2) How lethal is the method?
      - 3) How available is the weapon?
      - 4) What are the chances someone could intervene?
      - 5) Has there been a previous attempt?
    - c. Identify the major problem
    - d. Assess the person's resources. Who in the person's life would be the most helpful at this time?

- e. Mobilize the person's resources. See that the student gets help.
  - f. Parent(s) or guardian(s) should be notified as soon as possible and incorporated into team efforts to get appropriate help for their child.
- B. Parents are largely responsible for the care of their children. If parents are uncooperative, health and welfare agencies might become involved.
- C. All like threatening situations should involve a referral to the appropriate community agency, mental health professional, or personal physician.
- D. In the even that parents cannot be located and the student is in a condition that immediate medical attention is necessary, the team should summon an ambulance. School personnel should avoid transporting students in private vehicles. Parents should be contacted if possible in decisions regarding transportation of students.
- E. The appropriate team member should not leave students alone when they have suicidal ideation, made suicidal gestures or attempts, or have other conditions, which need constant supervision.
- F. Team members should follow-up to see that the student received treatment, and offer the school environment and in monitoring the transition back into the school environment and in monitoring the student's educational progress. the school's main function, however, is education and not therapy. Although the schools have employed personnel such as counselors, social workers, and psychologists, most role descriptions center around helping the student in the school setting with the objectives that the child will function appropriately in the learning process.
- G. The proper administrators should be informed of all crises in the building and the progress in managing the crisis.
- H. Team intervention should also be utilized for students who become out-of-control and aggressive.
  - 1. All staff members should be trained to handle such crisis situations.
  - 2. Any crisis intervention should be a therapeutic process.
  - 3. Verbal intervention tips.
    - a. Listen and avoid fake attention.
    - b. Remain calm, avoid over reaction
    - c. Remove any onlookers
    - d. Be prepared to enforce any limits imposed.
    - e. Be aware of non-verbal cues.
    - f. Avoid jargon, it tends to confuse and frustrate.
  - 4. If an individual, in the team's judgment, is totally out of control, the team must provide the control for the best care and safety of everyone involved.
  - 5. The objective is to resolve any crisis situation with the least amount of pain or guilt.



Prevention and Post-vention:

- A. Most school programs offer curricula, which promote mental health.
- B. Support groups run by personnel at the school help monitor students' mental health needs.
- C. Individual counseling and guidance by appropriate staff members are a continual part of the school program.
- D. Drug and alcohol education programs offer coping skills in dealing with substance abuse.
- E. Parent education courses are taught in the evening to present techniques for raising - mentally healthy children.

**RESOURCES:**

National Crisis Prevention Institute  
*Dealing With the Media*, Jackaline Ring, B.S.  
*The Practitioner*, Vol. OLV, No. 2 Dec. 1987  
*The Information Center*, Marv Miller, Ph.D., San Diego, CA

## **THE TOOL KIT FOR SCHOOL COUNSELORS**

# **BLUE- PRINTS**



### **Delivery Components**

- Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support

### **Panel Picks**

- Blueprint Resources
- Blueprint Web Sites
- More Resources

## **THE TOOL KIT FOR SCHOOL COUNSELORS**

### **BLUE- PRINTS**



# **DELIVERY COMPONENTS**

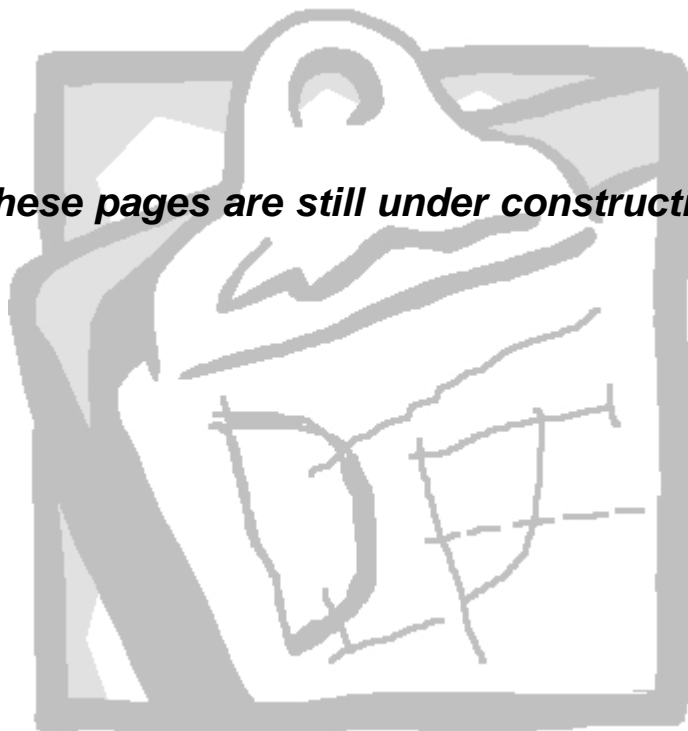
**Guidance Curriculum**

**Individual Student Planning**

**Responsive Services**

**System Support**

***(These pages are still under construction)***



## **THE TOOL KIT FOR SCHOOL COUNSELORS**

### **BLUE- PRINTS**



# **PANEL PICKS**

**Blueprint Resources**

**Blueprint Web Sites**

**More Resources**

# Blueprint Resources

## ***W endy Picks:***

*What Kids Need to Succeed: Proven, Practical Ways to Raise Good Kids*

By Peter L. Benson, Judy Galbraith, Pamela Espeland

*Counseling Toward Solutions: A Practical Solution-Focused Program for Working With Students, Teachers and Parents*

By Linda Metcalf, Ryan Metcalf (Illustrator)

*Teaching Toward Solutions*

By Linda Metcalf

*Get Out Of My Life, but First Could You Drive Me and Cheryl to the Mall?: A Parent's Guide to the New Teenager*

By Anthony E. Wolf

*A Fine Young Man: What Parents, Mentors, and Educators Can Do to Shape Adolescent Boys into Exceptional Men*

By Michael Gurian

*Too Old for This, Too Young for That!: Your Survival Guide for the Middle-School Years*

By Harriet Mosatche, PhD, Karen M. Unger

*The Roller-Coaster Years: Raising Your Child Through the Maddening Yet Magical Middle School Years*

By Charlene C. Giannetti, Margaret Sagarese

*Reviving Ophelia: Saving the Selves of Adolescent Girls* (Ballantine Reader's Circle)

By Mary Pipher

*See Jane Win*

By Sylvia B. Rimm

*The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*

By Sean Covey

*Mom's House, Dad's House: Making Shared Custody Work*

By Isolina Ricci

*When a Friend Dies: A Book for Teens About Grieving and Healing*

By Marilyn E. Gootman (Editor), Deborah Prothrow-Stith

*Distant Drums, Different Drummers: A Guide for Young People With A DHA*

By Barbara D. Ingersoll

*Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing With Loss*  
By Michaelene Mundy, R.W. Alley (Illustrator)

*Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People*  
By H. Stephen Glenn, Jane Nelsen

*Positive Discipline for Teenagers: Resolving Conflict with Your Teenage Son or Daughter* (Developing Capable People)  
By Jane Nelsen, Lynn Lott

*The Study Skills Handbook: More Than 75 Strategies for Better Learning*  
By Judith Dodge

*What Do You Stand For?: A Kid's Guide to Building Character*  
By Barbara A. Lewis, Pamela Espeland (Editor)

*Missouri Comprehensive Guidance Kit for Middle School (6-9)*  
Instructional Materials Laboratory  
University of Missouri-Columbia  
10 London Hall  
Columbia, Missouri 65211  
<http://www.iml.coe.missouri.edu>  
1-800-669-2465

[www.baudville.com](http://www.baudville.com)

"Great stuff for recognition of students, teachers, parents..."

[www.argus.com](http://www.argus.com)

"Great cards and posters."

[www.freespirit.com](http://www.freespirit.com)

"Great book company"

*Microsoft Publisher 2000*  
By Microsoft (CD-ROM)  
"Great for newsletters, certificates, etc."

*Hallmark Card Studio 2.0 Deluxe*  
By Sierra Home (CD-ROM)  
"Great for cards"

*MBTI Work Styles Report*  
Leadership Report using FIRO-B and MBTI  
Strong and MBTI Career Report  
Strong and MBTI Entrepreneur Report  
All at [www.cpp-db.com](http://www.cpp-db.com)

### ***Angela's Picks:***

#### *The Box*

Missouri Department of Education  
Instructional Materials Lab  
Department of Elementary and Secondary Education  
Jefferson City, Missouri 65102  
1-800-669-2465

#### *"Career Trek" and "Me Too"*

Idaho Career Information System  
650 W State  
Boise, Idaho 83720  
208-334-3705

#### *Introduction to Career Pathways: Assisting Students to Establish Career and Education Direction* (I.O.T. Manual)

Idaho Division of Professional-Technical Education  
650 W. State Box 83720  
Boise, Idaho 83720  
208-334-3216

#### *High School Curriculum*

7-9 Guidance Units  
March 1999  
10-12 Guidance Units  
March 1999  
Boise School District

#### *Taking the Mystery Out of the Student Learning Plan*

Idaho Division of Professional-Technical Education  
650 W. State Box 83720  
Boise, Idaho 83720  
[www.pte.state.id.us](http://www.pte.state.id.us)

#### *Thinking, Feeling, Behaving*

By Ann Vernon  
1-6 and 7-12

#### *Skills for Living (Group Activities)*

1-6 and 7-12  
Research Press Co., Inc.  
800-519-2707

#### *Managing Your School Counseling Program*

K-12 Development Strategies  
932769-54



*Linking Prevention Programs with Success*

Safe and Drug Free School Program

State Department of Education

650W State Box 83720

Boise, Idaho 83720-0027

*Alphabet Careers: A Career Awareness Program for Grades 2-5*

MAR & Co.

800-825-3089

*Career Bingo*

MAR & Co.

800-825-3089

*Dinosaurs Divorce: A Guide for Changing Families*

800-759-0190

*A Survival Guide for the Elementary/Middle School Counselor*

By John J. Schmidt, Ed.D

Western Psychological Services

800-648-8857

***Nancy's Picks:***

*The Hurt*

By Teddi Doleski

Paulist Press

ISBN 0-8091-6551

"Story about a little boy finding the importance of sharing his feelings and solving problems."

*Don't Rant and Rave on Wednesdays!: The Children's Anger-Control Book*

By Adolph Moser, Ed.D.,

1994

Landmark Ed.

"Dr. Moser explains the cause of anger and offers methods to control anger." Grades 1-5

*When Sophie Gets Angry—Really, Really Angry*

By Scholastic ISBN 0-590-18980-8

"Sophie tells how she handles things when she gets mad." Grades K-3

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*

By Judith Viorst

"Alexander learns that bad days happen to people all over the world—even in Australia."

*Mad Isn't Bad: A Child's Book About Anger*

By Michaelene Mundy

1999 Abbey Press

"Students learn that it's okay to be angry. It's what they do with their anger that matters."

Grades 1-4

*Franklin Says Sorry*

By Paulette Bourgeois

1999

Scholastic

"Franklin and Bear have been friends forever, but Franklin lets a secret out of the bag. Find out how they mend their Friendship."

Grades K-3

*We Can Work It Out!*

Conflict Resolution

SUNBURST video

"Teaches the youngest students age-appropriate strategies for resolving conflicts."

Grades K-2

*Sexual Harassment: It's Hurting People*

SUNBURST video

"Defines harassment as any unwelcome behavior of a sexual nature, program makes it clear that harassment in or out of school is both demeaning and wrong. It details steps schools and students can take to bring sexual harassment to a halt."

Grades 5-9

*How Santa Got His Job*

By Stephen Kremsky

Simon & Schuster Books

ISBN 0-689-80697

"Book about Santa's career exploration, the many jobs he has had and how the experiences helped him find his favorite job."

*METOO: Career Choices*

Black Hills Special Services Cooperative

Box 218

Sturgis, SD 57785

"An educational tool to help educators use a creative manner and challenge students thinking about careers and future alternatives."

*Career Trek: A Career Education Resource for Teachers and Counselors*

Idaho Career Information System

650 West State Street

Boise, Idaho 83720-0095

1-800-935-4247

"Allows students to begin forming goals with Career Trek. With the help of the 60 Career Trek

activities, the card deck containing 190 occupations, and with the interactive software students begin to assess their strengths, directing them to accurate information about the world of work, and encouraging them to explore all the career pathways.”  
Grades 4-6

*Dinosaurs Divorce: A Guide For Changing Families*

By Laurie and Mark Brown

Little/Brown

1986

“A book to help families deal with the confusion, misconceptions, and anxieties likely to arise with a divorce.” Grades K-3

*Sometimes My Mom Drinks Too Much*

By Kevin Kenny and Helen Krull

Raintree Sleet-Vaughn Publishers

“Book illustrates the impact a parent’s alcoholism has on the family; suggests where to find help and understanding the illness and strange behavior.”

*DUSO-Developing Understanding of Self and Others*

Published by American Guidance Service, Inc.

“It has many lessons on sharing, friendship, teamwork, and attitude.”

Grades K-2

*I Did It, I’m Sorry*

By Caralyn and Mark Buehner

Puffin 1998

“A hilarious quiz book where students are invited to select the appropriate behavior from a series of choices.”

Grades K-3

*Roses are Pink, Y our Feet Really Stink*

By Diane DeGroat

Mulberry Books 1996

“How can Gilbert write a nice Valentine poem for a boy who tweaked his nose or the girl who make fun of his glasses?” Grades K-3

*Say No and Keep Y our Friends*

SUNBURST video

“Introduces ways students can be assertive in various situations and still keep their friends.”

Grades 5-9

*Saying Goodbye*

By Jim and Joan Boulden

Boulden Publishing, Weaverville, CA.

[www.bouldenpublishing.com](http://www.bouldenpublishing.com)

“Bereavement activity book that guides students through different aspects surrounding the loss of a loved one.”

Grades K-2

*Different Just Like Me*

By Lori Mitchell]

Charlesbridge Publishing

1999

"The visual differences between people are striking, but look beyond that, we are really similar!"

Grades 1-5

*Testing Miss Malarkey*

By Judy Finchler

"It is all about how crazy the adults (teacher, principals, parents) get around standardized test time.

Great for staff and students."

*Activities That Teach*

By Tom Jackson

ISBN 0-9664633-3-1 [www.activelearning.org](http://www.activelearning.org)

"60 hands-on activities that address topics such as alcohol, tobacco and drug prevention, and which teach skills related to communication, values, working together, problem solving, stress management, goal setting, self-esteem, decision making and more."

All grade levels

*Activities That Teach Family Values*

By Tom Jackson

ISBN 0-9664633-0-7 [www.activelearning.org](http://www.activelearning.org)

"52 fun activities to help create teachable moments. Complete with discussion ideas to open up communication about caring, cooperation, honesty, perseverance, respect, responsibility, service to others and more."

*Still More Activities That Teach*

By Tom Jackson

ISBN 0-966433-5-8

"55 hands-on activities that are educational, practical, user-friendly and fun! All new activities."

*Thinking, Feeling, Behaving*

By Ann Vernon

"Full of wonderful, counselor friendly activities for the classroom."

*Here's Looking At You 2000*

Comprehensive Health Education Foundation <http://www.nida.nib.gov>

"This curriculum comes in grade level kits for providing knowledge and skills for drug prevention.

Each set provides skill-based training for learning and practicing appropriate social behaviors, drug education tubs have complete curriculum." Grades K-6

*SUNBURST videos*

[www.SUNBURST.com](http://www.SUNBURST.com)

"Sunburst Technology has been providing PreK-12 educators and guidance counselors with superior educational programs for close to 30 years. Choose from award-winning products in every curriculum area. Excellent series on all counseling topics plus more..."

*KELSO'S Choice*

SUNBURST videos

"This is the program we use for conflict resolution. Kelso's Choice offers students nine different options from which to choose should a small problem occur. This program encourages and teaches students to solve small problems by themselves. However, students are taught when to tell an adult."

*MA R\*CO products*

"They have many inexpensive board games that are excellent for small group activities. Examples include: "Answer Me"; "Keep Your Cool"; "Mighty Angry Dude Game"; "Feeling Adventurous Game"; "Dealing With Divorce Game"; and many more..."

# Blueprint Web Sites

*Idaho Division of Professional-Technical Education*  
[www.pte.state.id.us](http://www.pte.state.id.us)

*ISCA : Idaho School Counselor Association*  
<http://www.idahocounselor.org/isca>

*A SCA : American School Counselor Association*  
<http://schoolcounselor.org>

*Check out these position statements:*

- The Professional School Counselor and Counselor Support Staff (1999)
- The Professional School Counselor and Character Education (1998)
- The Professional School Counselor and the Special Needs Student (1999)
- The Professional School Counselor and Student Safety on the Internet (2000)
- The Professional School Counselor and Comprehensive School Counseling Programs (1997)

*. . . and check out these documents:*

- Why Elementary School Counselors?
- Ethical Issues: Tips for School Counselors

*The American Corner from the American Counseling Association*  
<http://www.counseling.org>

*Kids Health: web site that answers kid's questions*  
<http://www.kidshealth.org>

*Parenting Perspective*  
<http://sonoma.unclewebster.com.parents>

*U.S. Department of Justice: Conflict Resolution*  
[http://www.usdoj.gov/kidspage/getinvolved/2\\_3.htm](http://www.usdoj.gov/kidspage/getinvolved/2_3.htm)

*"Don't Laugh At Me"* Educational resources that are based on the well-tested, highly regarded conflict resolution curricula developed by the Resolving Conflict Creatively Program. Schools can receive free copies.  
<http://jinx.umsi.edu:9191/View/Collection-10>

*American Academy of Child & Adolescent Psychiatry-Facts for Families*  
<http://www.aacap.org>

## More Resources

The resource materials included in the Louisiana Counseling Model were suggested by practicing school counselors at regional meetings throughout the state in the spring of 1998. The listing is not intended to be all inclusive and additional resources may be added as part of future revisions.

### **Academic:**

*About Attention Deficit Disorder*  
Channing L. Vete Co. Inc.  
(800)233-9273

*ADHD 102 Practical Strategies for Reducing the Deficit*  
Kim Frank and Susan Smith Rex  
Educational Media Corp  
(800)966-3382

*A Teacher's Guide: Attention Deficit Hyperactivity Disorder in Children*  
Sam Goldstein, PhD and Michael Goldstein, M.D.  
(801)532-1484

*A Teacher's Guide to Behavioral Interventions: Intervention Strategies for Behavior Problems in the Educational Environment*  
Kathy Cummins Wunderlich  
Hawthorne Educational Services Inc.  
(314) 874-1710

*Bag Bingo*  
JoAnn Cooper  
MAR\*CO  
(800) 448-2197

*Becoming a Master Student*  
David Ellis  
College Survival, Inc.  
PO Box 8306  
Rapid City, SD 57709

*Classroom Guidance Activities: A Source book for Elementary School Counselors*  
Educational Media Corp.  
(800) 966-3382

*Clever Kids Study Skills*  
World Book  
American Guidance Services  
(800) 328-2560

*College View*  
(800) 927-VIEW

*Educating Students with A DHD/A DDA Guidance Manual for Implementation of the Louisiana A DD Law*

Ronald A. Walker  
Louisiana Department of Education  
(504) 342-3633 or local parish Special Education Supervisor

*Explore, CA T, ITBS, Plan, A CT results*  
American Guidance Services  
(800) 328-2560

*Getting a Grip on A DD: A Kid's Guide to Understanding and Coping with Attention Disorders*  
Kim Frank and Susan J. Smith  
Educational Media Corp.  
(800) 966-3382

*Gruber's Complete Preparation for the New SAT*  
Fruber  
Harper & Row  
(800) 638-3030

*How To Succeed in Middle School*  
Sunburst Communications, Inc.  
(800) 431-1934

*Inside the SAT and ACT*  
Princeton Review  
(800) 566-7737

*It's OK to Learn Differently*  
Corinne Cody  
MAR\*CO  
(800) 448-2197

*Large Group Guidance Activities: K-12 Source Book*  
Joe Wittmer & Diane Thompson  
Educational Media Corp.  
(800) 966-3382

*Official Guide to SAT II: Subject Tests*  
College Board Publications  
(800) 323-7155

*Personal Exploration, You Can Be A Star, All About Me*  
Career Education Office  
(314) 231-3720, ext. 727

**THE TOOL KIT FOR SCHOOL COUNSELORS**

**BLUEPRINTS** - Panel Picks



*Peterson's Guides*  
(800) 338-3282

*Project Charlie: Primary Level & Intermediate Level*  
(612) 830-1432

*Ready-To-Use Social Skills Lessons & Activities for Grades Pre-K-10*  
Ruth Weltmann Begun  
The Center for Applied Research in Education  
(800) 288-4745

*Study Skills I-IV Grades K-6*  
JoAnn Cooper and Arden Martenex.  
MAR\*CO  
(800) 825-3089

*Study Smarter, Think Smarter: A Ready-to-Use Study Skills Program for Grades 4-8*  
C.A.R.E.  
American Guidance Services (AGS)  
(800) 421-4246

*Substance Abuse Curriculum Guide*  
Calcasieu Parish School System  
(318) 491-1700

*Succeeding with Difficult Students Workbook*  
LeeCanter  
(800) 262-4347

*TOEFL: A Test of English as a Foreign Language*  
College Board Publications  
(800) 323-7155

*Test Skills: A Test Preparation Program for the PSA T/NMSQT*  
College Board Publications  
(800) 323-7155

*The Pre-Referral Intervention Manual*  
Stephen McCarney and Kathy Cummins Wunderlich  
Hawthorne Educational Services Inc.  
(314) 874-1710

*The Teacher's Guide to Behavioral Interventions: Intervention Strategies for Behavior Problems in  
The Educational Environment*  
Kathy Cummins Wunderlich  
Hawthorne Educational Services Inc.  
(314) 874-1710

*Try Test Bingo*  
Jackson  
MAR\*CO  
(800) 448-2197

***Career:***

*A First Look at Careers: A -K*  
*A First Look at Careers: L-Z*  
Meridian Education Corporation (800) 727-5507

*A CT Explore*  
American College Testing  
(800) 498-6068

*A ll A bout Me*  
Susan Katzman  
Career Education Office  
(314) 231-3720, ext. 727

*A ll Work A ll Play Career Education Activities*  
Kim McDermolt  
MAR\*CO  
(800) 825-3089

*A lphabet Careers: A Career Awareness Program for Grades 2-5*  
Judith Sahlim  
MAR\*CO  
(800) 825-3089

*A SVA B A rmed Service Vocational Aptitude Battery*  
(800) 825-3089

*Benny the Lazy Beaver*  
George W. Fisk  
MAR\*CO  
(800) 825-3089

*Career Bingo I*  
Marble Lee  
MAR\*CO  
(800) 825-3089

*Career Bingo II*  
Marble Lee  
MAR\*CO  
(800) 825-3089

*Career Capers*  
Mary Landis Maloney  
Wintergreen Orchard House  
(800)323-9540

*Career Critters: A n Innovative Career-Exploration Program for Use with Students in Grades 1&2*  
MAR\*CO  
(800) 825-3089

*Career Exploration Inventory*  
Liptak  
JIST Works, Inc.  
(800) 648-5478

*Careers I Know: A Career Exploration Game for Upper-Elementary, Middle and Jr. High School Students*  
Paula Testerman  
MAR\*CO  
(800) 825-3089

*Career Resource Center Handbook*  
Texas Tech University  
Family and Consumer Science Department

*Children's Dictionary of Occupations Activities for Grades 3 & 4*  
*Children's Dictionary of Occupations Activities for Grades 5 & 6*  
Barbara Parramore, Jane Butler and William Hopke  
Meridian Education Corporation  
(800) 727-5507

*Childrens Occupational Outlook Handbook*  
Linda Schwartz and Toni Wolfgang  
CFKR Career Materials  
(800) 525-5626

*Choices*  
(800) 267-1544

*Dream Catchers: Developing Career and Educational Awareness in the Intermediate Grades*  
Norene Lindsay  
JIST Works, Inc.  
(800) 648-5478  
(800) 537-0909 (workbooks)

*Early Occupational Awareness Program for Kindergarten and Grades 1 & 2*  
Barbara Parramore and William Hopke  
Garrett Park Press  
(301) 946-2553

*Field Trip Videos*  
Media Pro  
(888) 656-3342

*Harrington-O'Shea Career Decision-Making, Levels 1 & 2*  
American Guidance Services (AGS)  
(800) 328-2560

*IDEAS: Interest, Determination, Exploration, and Assessment System*  
Interpretive Scoring Systems  
Minneapolis, MN 55135

*I Wanna Be..... Video Tape Series*  
Media Pro  
(888)656-3342

*Insights: A Self and Career Awareness Program for the Elementary Grades*  
Teri Akin, David Cowan, Gerry Dunne, Susanna Palomares, Dianne Schilling, and Sandy Schuster.  
Innerchoice Publishing  
(619) 698-2437

*JOB-O*  
CFKR Career Materials  
(800) 525-5626

*Picture Me This!*  
Paula Testerman  
MAR\*CO  
(800) 825-3089

*Schools-To-Careers Classroom Manuals, Lower Elementary K-3*  
National Tele-Learning Network  
(800) 432-3286

*The Career Game*  
Rick Trow Products, Inc.  
(215) 297-9770

*The Guide to Internet Job Searching*  
Margaret Riley, Frances Roehm and Steve Oserman  
VGM Career Horizons (NTC Publishing Group)  
(800) 323-4900

*The Work Power Series*  
National Tele-Learning Network  
(800) 432-3286

*You Too, Can Do It? An Umbrella Program for Elementary Guidance or Career Programs*  
Patricia Taylor Kienzlee and Kathleen K. Simmons  
MAR\*CO  
(800) 825-3089

***Personal/Social:***

*Alexander and The Terrible, Horrible, No Good, Very Bad Day*  
Judith Viorst  
Aladdin Books  
Macmillan Publishing, Inc.  
(800) 428-5531

*All about Me*  
Susan Katzman  
Career Education Office  
(314) 231-3720, ext 727

*Anger Control Training for Children and Teens: The Adults Guides for Teaching Healthy Handling of Anger*  
John F. Taylor  
MAR\*CO  
(800) 825-3089

*Angry Monster Workbook*  
Hennie Shore  
The Center for Applied Psychology  
(800) 962-1141

*BA BES: Beginning Alcohol and Addictions Basic Education Studies, Grades K-3*  
Babesworld Home  
(800) 54-BABES

*Benny the Lazy Beaver*  
George W. Fisk  
MAR\*CO  
(800) 825-3089

*The Best Friends Book*  
Arlene Erlbach  
Free Spirit Publishing, Inc.  
(612) 338-2068

*Bobby and Brockles Go To School*  
Adele Faber and Elaine Mazlish  
Avon Books  
(800) 238-0658

*Buddy: A Story About Kindness and Tolerance for Grades Pre-K through 3*  
Paulette Berube  
MAR\*CO  
(800) 825-3089

*Building Confidence: A Self-Esteem Game*  
Sunburst Communications  
(800) 448-431-1934

*Calling All Detectives, Pre-K through 3*  
MAR\*CO  
(800) 825-3089

*The Cat at the Door and Other Stories to Live By: Affirmations for Children Around the World with the Cat at the Door: Activities for Ages 5 and Older*  
Anne Mather and Louise Weldon  
Educational Materials  
(800) 328- 9000

*Catch a Friend and Feel Good About Yourself Game, Grades-13*  
Beverly Brick and Jean Merg  
MAR\*CO  
(800) 825-3089

*The Changing Family Series, Divorce I and II, Grades 2-8*  
*The Changing Family Series, Step-families I and II, Grades 2 – 8*  
JoAnn Cooper and Arden Martenz  
MAR\*CO  
(800) 825-3089

*Conflict Activity Cards (K-5)*  
Farren Webb, Cynthia Thomas, Bridget Bohan, and Twila O'Hotto  
Center for Teaching International Relations  
University of Denver

*Conflict Resolution and Medication for Peer Helpers*  
Educational Medial Corporation  
(800) 966-3382

*Counselors in the Classroom: Activities and Strategies for an Effective Classroom Guidance Program*  
Weston Walch  
(800) 421-4246

*Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*  
Richard J. Bodine, Danna K. Crawford, and Fred Schrupf  
Research Press, Co. Inc.  
(800) 519-2707

*Creative Bulletin Boards Plus*  
JoAnn Cooper and Arden Martenz  
MAR\*CO  
(800) 825-3089

*Creative Conflict Solving for Kids, Grade 4 – 9*  
Schmidt and Friedman  
Grace Contrino Abrams  
Peace Education Foundation, Inc.  
(305) 576-5075

*Dinosaurs Divorce: A Guide for Changing Families*  
Laurene and Marc Brown  
Little: Brown  
(800) 759-0190

*“Discoveries” Drug-Free Schools and Communities Project*  
Penny Haxthausen, Jim Newton, Kathy Thibodeaus, Project Coordinators  
Calcasieu Parish School Board

*Divorce? Not My Mom and Dad*  
Jan Blauvelt  
MAR\*CO  
(800) 825-3089

*Do I Have A Daddy?*  
Jeanne W. Lindsay  
Morning Glory  
(714) 828-198

*Do It Right, Do It Quickly*  
Jill Reithmayer  
BJR Enterprises  
(800) 204-1248

*The Dragon Who Chewed Purple Bubblegum*  
Marcia Rodenbaugh  
MAR\*CO  
(800) 825-3089

*Facts About Friends: A Program About Friendship for Grades One to Four*  
Elaine Travis  
MAR\*CO  
(800) 825-3089

*The Fears Away Series: A Program for Students Grades 2 through 5*  
Arden Martenz  
MAR\*CO  
(800) 825-3089

*Franklin Stories with Puppets, Grades K – 2*  
Paulette Bourgeois and Brenda Clark  
MAR\*CO  
(800) 825-3089

*Friendship: A Social Skills Series Book, Grades 1– 6*  
Patty Bracey  
MAR\*CO  
(800) 825-3089

*The Grouchy Ladybug*  
Eric Carle  
MAR\*CO  
(800) 825-3089

*Growing Up Strong: A Mental Wellness and Chemical Abuse PreventionK through 1 Center for  
Child and Family Development of Oklahoma*  
(405) 325-1446

*Guiding Kids Through Divorce*  
Jill Reithmayer  
(800) 204-1248

*Group Counseling for School Counselors: A Practical Guide*  
Weston Walch  
(800) 421-4246

*Helping Children Deal With .... Series*  
JoAnn Cooper, Marcia Laverte and Arden Smith-Martenz  
MAR\*CO  
(800) 825-3089

*Helping Kids Handle Conflict: A Guide for Those Teaching Children*  
National Crime Prevention Council  
(202) 466-6272



*Helping Obese Children: Weight Control Groups That Really Work*

Roselyn Martin

Learning Publications

(800) 222-1525

*How to Help Children with Common Problems: From Early Childhood through Adolescence*

Charles E. Schaefer and Howard L. Millman

The Mosby Press

*Let's Talk About....*

Joy Berry

Scholastic Inc.

(800) 526-0275

*Living with Loss*

Jill Reithmayer

BJR Enterprises

(800) 204-1248

*Managing Conflict: Strategies, Activities, and Role Plays for Kids*

Susanna Palomares and Terri Akin

Innerchoice Publishing

(310) 816-3085

*My House Doesn't Work Right*

Jill Reithmayer

BJR Enterprises

(800) 204-1248

*The Name Game: A Program About Inappropriate Behavior for Students, Grades-14*

Timothy Ludwig

MAR\*CO

(800) 825-3089

*Posters for Gender Equity*

Mary Ellen Stegall

USL, Lafayette

see the LA School Directory

*Ready-To-Use Social Skills Lessons & Activities for Grades Pre-K-10*

Ruth Weltmann Begun

The Center for Applied Research in Education.

(800) 288-4745

*Role Plays in Conflict Resolution*

Behrman and Behrman

Collaborative Initiative, Inc.

(608) 833-7133

**THE TOOL KIT FOR SCHOOL COUNSELORS**

**BLUEPRINTS** - Panel Picks

*Skills for Living: Group-Counseling Activities for Adolescents*  
Research Press Co. Inc.  
(800) 519-2707

*Stepping Into Step-Families*  
Jill Reithmayer  
BJR Enterprises  
(800) 204-1248

*Stick Up For Yourself*  
Messinger  
Vermont Department of Education  
Montpelier, VT 05620-2501

*Student Workshop: Conflict Resolution Skills*  
Sunburst Communication, Inc.  
(800) 432-1394

*Taking Chances: Teens and Risk, Grades 5 – 9*  
Sunburst  
(800) 431-1934

*Teaching Conflict Resolution Through Children's Literature*  
William J. Kreidler  
Scholastic Professional Books  
(800) 325-6149

*Teaching Kids to Get Along: Reducing Conflict and Increasing Cooperation, Grades K-6*  
Lee Canter and Katia Peterson  
(800) 262-4347

*Teaching the Skills of Conflict Resolution: Activities and Strategies for Counselors and Teachers*  
David Cowan, Susanna Palomares, and Dianne Schilling  
Innerchoice Publishing

*Trust Me! Learning to be Responsible, Grades 6-9*  
Sunburst  
(800) 431-1934

*When Something Terrible Happens, Children Can Learn to Cope with Grief*  
Marge Heegard  
Woodland Press  
(619) 926-2665

*When to Say Yes! and Make More Friends, Grades 6- 12*  
Human Resource Development Press  
(800) 822-2801

# **THE TOOL KIT FOR SCHOOL COUNSELORS**

## **TOOLS OF THE TRADE**



### **Organizational Charts**

Educational Organization  
Idaho Counselor Association  
Counseling Organizations

### **Position vs. Program**

### **Show Me The Money**

### **Information/Referral Form**

### **Establishing Relationships with Staff Members**

### **A Counselor's Year At A Glance**

### **Sample Needs Assessment**

High School  
Middle School

### **Sample Notification Forms**

### **Educational Support Groups vs. Therapy Groups**

### **Sample Group Participation Form**

**THE TOOL KIT FOR SCHOOL COUNSELORS**

**TOOLS  
OF THE  
TRADE**



# **ORGANIZATIONAL CHARTS**

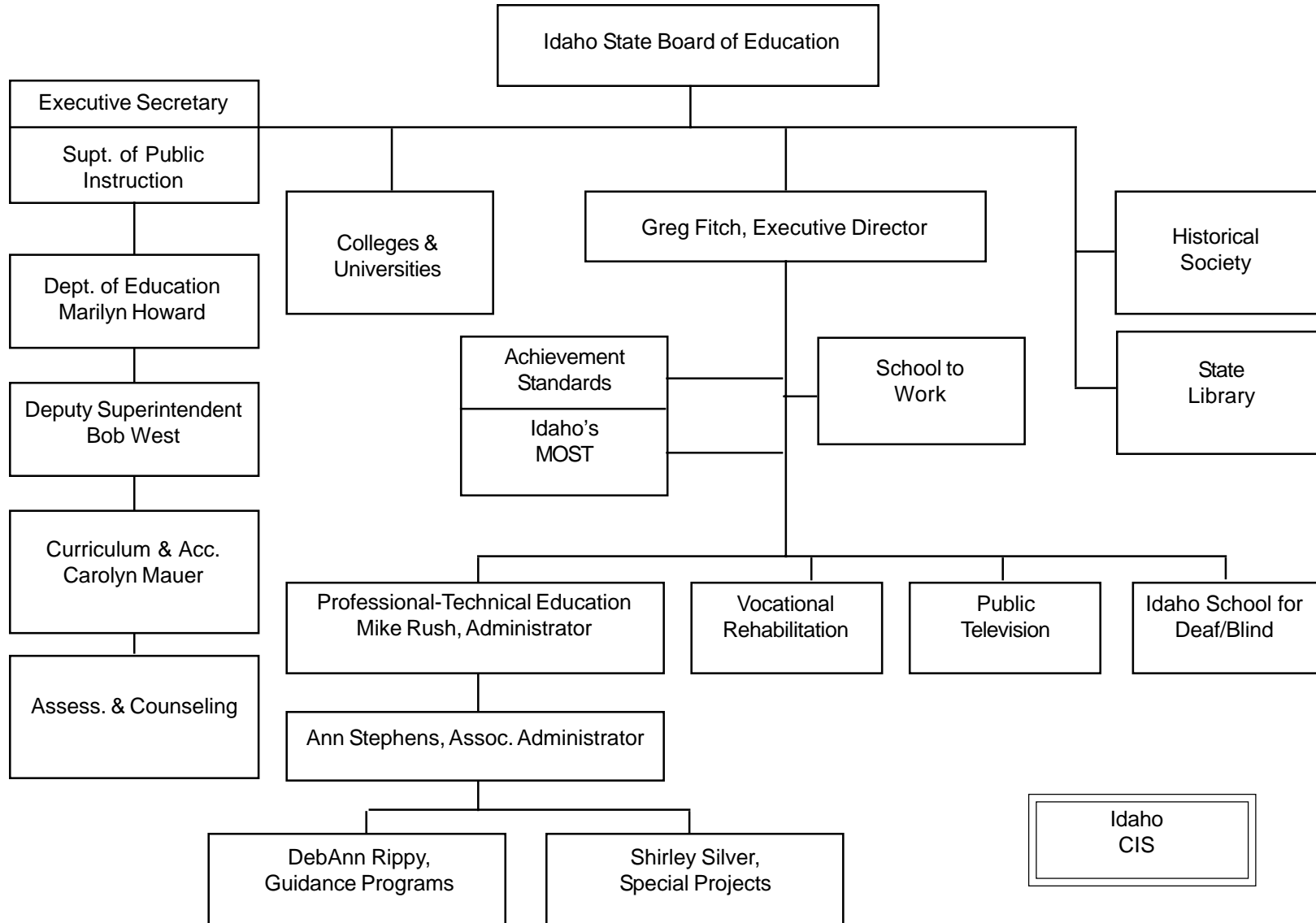
**Educational Organization**

**Idaho Counselor Association**

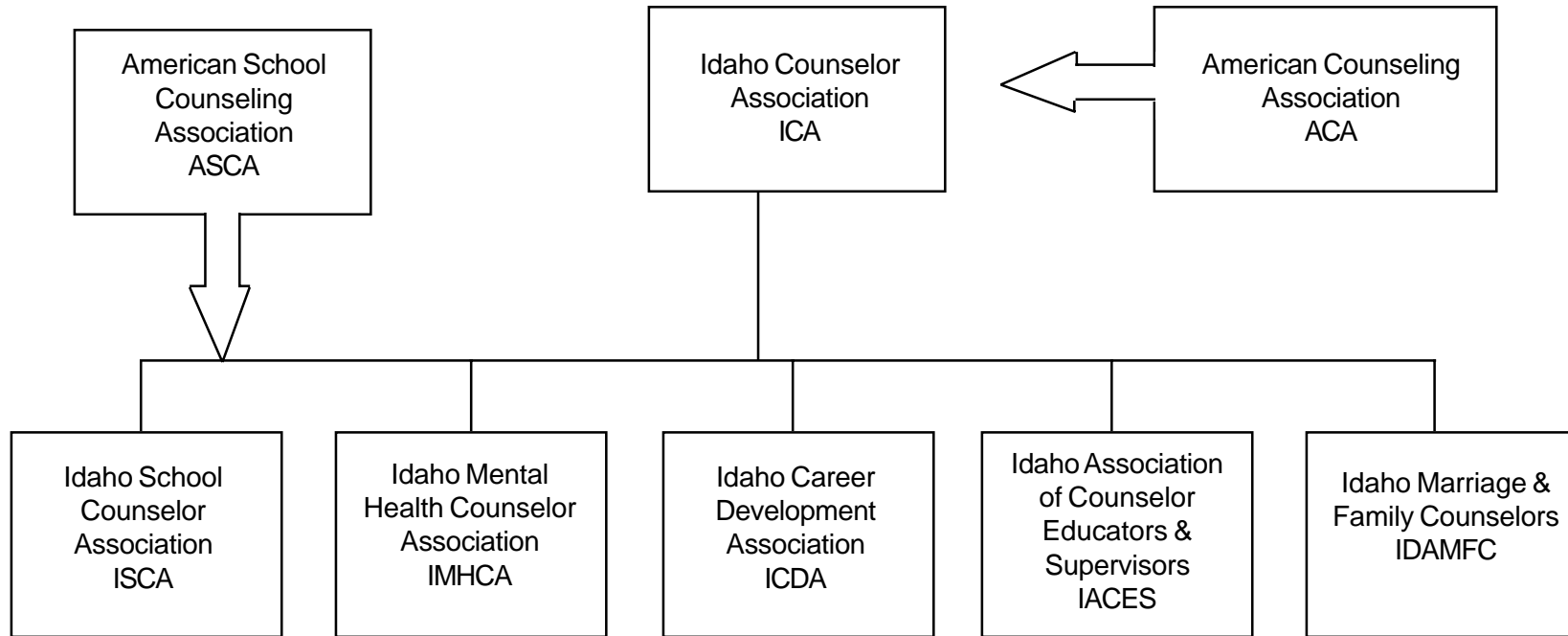
**Counseling Organizations**

# Draft Educational Organization Chart

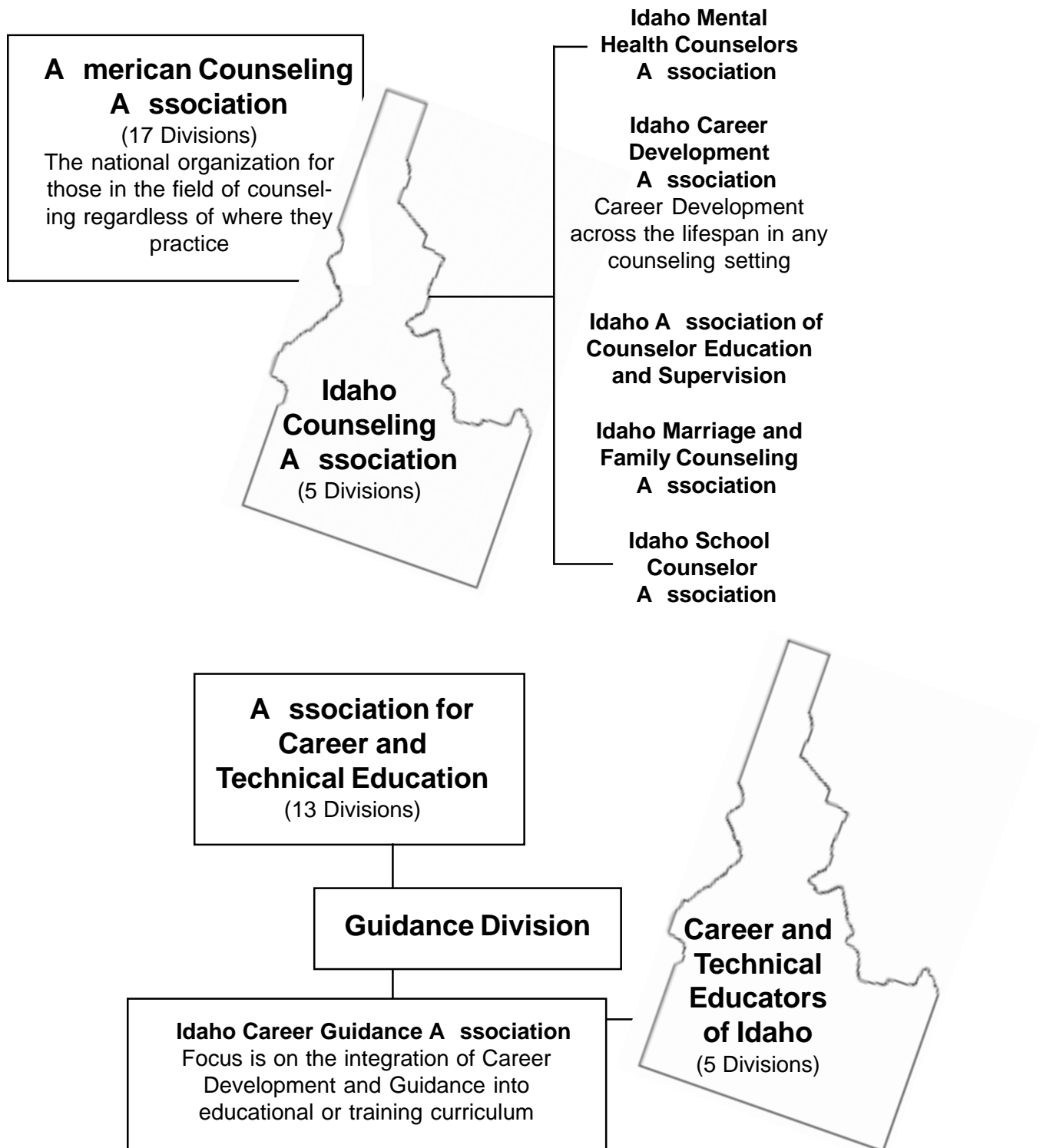
*As it relates to counseling programs*



# ICA Organizational Chart



# Counseling Organizations in Idaho



# Position vs. Program

This example is taken from figures recorded by DebAnn Rippy, Kuna High School Career Counselor, grades 7 through 12, 1999-2000 school year data.

## **Position**

160 days/year  
340 minutes/day  
54,000 minutes/year  
for 1300 students =  
42 minutes/per student/per year  
or 4.3 hours/per student/6 years of counselor contact

## **Program**

7<sup>th</sup> 10 hours in the classroom  
8<sup>th</sup> 15 hours in the classroom & career center  
9<sup>th</sup> 4.5 hours in the classroom & career center  
10<sup>th</sup> 4.5 hours in the classroom & career center  
11<sup>th</sup> 1.5 hours in individual conferences & career center  
12<sup>th</sup> 1.5 hours in individual conferences & career center

37 hours per student in 6 years

## **Ask yourself ...**

*What is the biggest bang for your buck ???  
What is in the best interest of ALL students ???*



# Show Me The Money!

## ***What is it costing you to have a professional school counselor perform non-counseling duties?***

Take a look at one example:

- Professional School Counselor, Master's Degree  
\$38,000 yr/190 day contract  
Spending 20 hours a week on non-counseling activities

COST TO YOU...\$19,000.00 YEAR

- Administrative Assistant or Other Person(s) in the School  
\$8.00 hr/190 days/20 hours week

COST TO YOU...\$6,080.00 YEAR

Eliminating the non-guidance duties professional school counselors perform will benefit all students by increasing reasonable access to his/her counselor and the benefits of a Comprehensive School Counseling Program... a cost that cannot be measured in dollars and cents!

# Information/Referral

## ***Emergency:***

Ambulance _____	Fire Department _____
Hospital _____	Poison Control _____
Police Department _____	Prosecuting Attorney _____
Sheriff's Department _____	Weather/Road Report _____

## ***Health Resources and Support Groups:***

Adult Children Anonymous _____	Idaho Heart Association _____
Alcoholics Anonymous _____	Kidney Foundation _____
Alonon Family Groups _____	La Leche League _____
Alzheimer's Disease Support Group _____	Leukemia Association _____
American Red Cross _____	Lupus Support Group _____
Anger Control Group _____	Make Today Count _____
Birthright of Boise _____	March of Dimes _____
Candlelighters _____	Multiple Sclerosis Society/Support Group _____
Cardiovascular Support Group _____	Muscular Dystrophy Association _____
Caregivers Support Group _____	Narcotics Anonymous _____
Children's Alcohol & Awareness Group _____	Overeaters Anonymous _____
Chronic Pain Support Group _____	Parents Anonymous _____
Compassionate Friends _____	Parents United _____
Diabetes Support Group _____	Parents Without Partners _____
Easter Seal Society _____	Parkinson Disease Support Group _____
Eating Disorders Support Group _____	Rape Survivors Group _____
Emotions Anonymous _____	Reach – AMI _____
Foster Grandparents _____	Reach to Recovery _____
Gambler's Anonymous _____	Sane (Sexual Abuse Now Ended) _____
Idaho Aids Foundation _____	Stroke Support Group _____
Idaho Epilepsy League _____	Sudden Infant Death Syndrome _____

# Establishing Relationships With Staff Members

## ***The Principal/Superintendent***

The principal/superintendent has a strong influence on the climate of the building and/or district. Principals/superintendents are competent instructional leaders, managing discipline problems as well as personnel problems. They are fair and supportive of teachers, and have students' best interests in mind.

- Basically, the principal has the responsibility for everything that is going on in a building. If the beginning counselor finds himself/herself in a situation about which the principal needs to know it is best to inform the principal of the situation and document it as soon as possible. The principal will let the counselor know if the situation should be reported to the superintendent.
- When inviting outsiders into the building or taking students from the building, ask the principal before the event.
- Principals are very busy people. Discuss with a mentor the best method of approaching the principal/superintendent.
- Usually it is the principal and/or the director of pupil personnel services who evaluates counselors. Before school starts or early in the school year, the new counselor should determine the evaluation process.
- The principal usually will go over with the beginning counselor many of the items on a beginning-of-the-year checklist and the school calendar. The beginning counselor can ask the principal pertinent questions concerning school operations.
- Inform the principal/superintendent immediately of an injury, emergency, or any critical situation.

## ***The Teachers and other Counselors***

Teachers and counselors attitudes and interactions help set the climate of the school building. In each building, a beginning counselor will find supportive, positive teachers, who are willing to share ideas and insights.

Beginning counselors should:

- seek out those teachers/counselors who will be helpful.
- not expect to be immediately accepted by all staff members in a building. As counselors demonstrate competence and willingness to learn, cooperate, and listen, acceptance will come.
- help with building and community projects.
- establish priorities and be cognizant of his/her own limitations of time and energy.
- try to handle intra-staff controversies or conflicts in a way that keeps students' best interest paramount.

## ***Classified Staff Members***

Each staff member in the building has a role that directly or indirectly affects students' learning and climate of the school building. It is important to treat classified staff with courtesy and to respect their roles in the school.

- School secretaries have great deal of informal authority. Establish a positive relationship with the secretary as soon as possible. Counselors need to find out before school starts

about office procedures, phone use policies, location of forms, and use of office equipment. Ask the secretaries what is expected of you.

- Custodians also hold a position of informal authority. Discuss with the custodians how they see their role
  - o What are their duties?
  - o What about use of their equipment?
  - o Do they do minor repairs, or is there a separate maintenance department?
  - o What is the procedure for getting new equipment in the room?
  - o Are there things like desks and tables or old furniture, computers, etc. stored away somewhere that might be useful to the counseling department?
- Teacher's aides and guidance clerks have a variety of roles in a school. Teachers generally work more directly and in more supervisory capacity with aides than do counselors. The role of an aide is to assist the teacher with paperwork or with certain kinds of instruction, under the teacher's direction. Their role is not to replace a teacher, but to extend academic learning time for students. The role of a guidance clerk is to assist the counselor with record keeping, paperwork, filing and clerical duties. The mentor will help the beginning counselor understand the role of aides and clerks within a particular school system. If there is a counselor-aide or clerk, they need training and a job description. Counselors need to monitor the aides or clerk's work and be ready to assist when necessary.

### ***Specialists***

Building staff typically includes several itinerant staff members. These are usually specialists in physical education, music, media, and art. These specialists generally meet with a whole class or whole grade level a few times a week or with individual students. They usually must divide their time between two or more buildings. Scheduling is difficult. Be empathetic to the schedule of both the specialist and classroom teacher. Solicit their help for input on students and for student referrals.

Other specialists may include those who work with special programs: special education consultants, migrant education consultants, English-as-a-second language, speech pathologists, gifted and talented teachers, and school psychologists.

### ***Volunteers***

Volunteers such as parents, older students, and community members can be helpful to counselors in a variety of ways. Volunteers can leave you with extra time for planning and for helping students. Having volunteers in schools can help promote good public relations between community, parents, and the school.

Either policies or informal practices regarding the use of volunteers are likely to exist in your building. Mentors and protégés need to discuss the use of volunteers.

Recruiting and training volunteers is different than using teacher aides or clerks who are already a part of the "micro social system". Aides or clerks have some skills and some sense of what goes

on in the schools, and should understand their roles. They also have some authority in this system. Volunteers do not have this “built in” status.

The following are some suggestions for the effective use of volunteers

- Check out the policies and informal practices concerning volunteers.
- Decide which tasks will be assigned to the volunteers, keeping in mind confidentiality.
- Recruit volunteers such as parents, community members, students or senior citizens.

Questions to consider when selecting volunteers for the counseling office:

- Are they positive role models for students?
- Can they work effectively with the age group?
- Do they accept responsibility?

# A Counselor's Year At A Glance

	Sr. High	Middle School & Jr. High	Elementary
<b>August:</b>			
Establish counselor calendar .....	X	X	X
Write curriculum .....	X	X	X
Attend PTE Summer Conference .....	X	X	X
Assist as necessary with registration .....	X	X	
Meet and register new students .....	X	X	
Evaluate transcripts for placements .....	X	X	X
Talk with social worker/staff on possible groups .....	X	X	X
Develop goals for the year and share with staff .....	X	X	X
Introduce yourself at first faculty meeting .....	X	X	X
Make pertinent articles and research available to staff .....	X	X	X
Prepare flyer – Counseling Goals and Services .....	X	X	X
Orientation for new students .....	X	X	
Write classroom units to introduce yourself .....			X
Keep an accurate, confidential log of all appointments and sessions. ....	X	X	X
Meet with mentor .....	X	X	X
Set up office systems .....	X	X	X
<b>September:</b>			
Reevaluate counselor school calendar .....	X	X	X
Parent newsletter – plan schedule .....	X	X	X
Counselor Corner in student newspaper .....	X	X	X
Introduce Self to parent organization .....	X	X	X
Assist in class changes .....	X	X	
Advertise parenting classes .....	X	X	X
Start classroom units .....	X	X	X
Develop and maintain contact log .....	X	X	X
Start a group .....	X	X	X
Meet with mentor .....	X	X	X
<b>October:</b>			
“Back to School Night”/Open House .....	X	X	X
PSAT – registration and test .....	X		
SAT, ACT for college bound students .....	X		
Classroom units .....	X	X	X
Begin Parent Education classes .....	X	X	X
Attend Fall Counselors Workshops .....	X	X	X
ISCA Fall Conference .....	X	X	X
Begin/continue groups .....	X	X	X
Parent Conferences .....	X	X	X
Contact log .....	X	X	X
Meet with mentor .....	X	X	X
Plan public relations activities .....	X	X	X

		Middle School &	
	Sr. High	Jr. High	Elementary
<b>November:</b>			
College Fairs, Idaho College Day .....	X		
College applications, scholarships to competitive schools .....	X		
SAT, ACT .....	X		
Continue log .....	X	X	X
Classroom guidance units .....	X	X	X
Develop classroom unit on how to take standardized tests .....		X	X
Continue Groups .....	X	X	X
Career Awareness Month activities .....	X	X	X
Parent Conferences .....	X	X	X
Check 2nd Semester registrations .....	X	X	
Join ISCA .....	X	X	X
Write ISCA Newsletter article .....	X	X	X
Meet with mentor .....	X	X	X
<b>December:</b>			
Applications for State of Idaho Scholarship .....	X		
FAFSA Night for Parents .....	X		
SAT, ACT .....	X		
College Applications/Recommendations .....	X		
Continue groups, log .....	X	X	X
Develop/improve classroom units for second semester .....	X	X	X
Meet with mentor .....	X	X	X
<b>January:</b>			
Scholarship applications .....	X		
Complete FAFSA Forms .....	X		
Assist registrar (credit, GPA's and 2nd semester class changes .....	X	X	
1st semester report cards .....	X	X	
Continue PR, Classroom units, groups, log .....	X	X	X
Prepare for standardized testing program .....	X	X	X
Start planning for K, 6th 9th grade transitions .....	X	X	X
Meet with mentor .....	X	X	X
Plan activities for National School Counselor's Week .....	X	X	X
<b>February:</b>			
National School Counselor's Week .....	X	X	X
Help plan registration process .....	X	X	
Contact parents of students at risk .....	X	X	X
SAT, ACT testing .....	X		
State Writing Assessment given to all 11th, 8th Graders .....	X	X	
Continue classroom units, PR, groups, preparations for standardized tests, log .....	X	X	X
Continue planning K, 6th, 9th grade transitions .....	X	X	X

	Sr. High	Middle School & Jr. High	Elementary
<b>March:</b>			
Continue with registration process .....	X	X	X
Boys and Girls State representative selected .....	X		
Continue classroom units, PR, groups, log .....	X	X	X
Give standardized tests .....	X	X	X
Ask teachers for recommendation for placements for next school year .....	X	X	X
Continue planning K, 6th, 9th grade transition .....	X	X	X
Attend ISCA Spring Conference .....	X	X	X
Parent Conferences .....	X	X	X
Meet with mentor .....	X	X	X
<b>April:</b>			
Contact parents of at risk students .....	X	X	X
Continue classroom units, PR, groups, log .....	X	X	X
Finish registration .....	X	X	
Screen students for placement .....	X	X	X
Begin transition process (K, 6th, 9th grade) .....	X	X	X
Attend IEP meetings for annual reviews .....	X	X	X
Advertise summer opportunities .....	X	X	
Preparation for graduation/transitions .....	X		
<b>May:</b>			
Complete scholarship list .....	X		
Final transcripts requests .....	X		
Preparation for graduation .....	X		
Continue classroom units, PR, log .....	X	X	X
Prepare for closure of groups .....	X	X	X
Notify parents/students of summer school opportunities .....	X	X	X
Distribute and explain standardized test scores .....	X	X	X
Continue parent contacts .....	X	X	X
Finalize transition units .....	X	X	X
Assist registrar (credit, GPA's, report cards) .....	X	X	X
<b>June:</b>			
Update your records .....	X	X	X
Help registrar with end of year .....	X	X	
Save your log in confidential place .....	X	X	X
Revise schedules of students .....	X	X	X
Send 6th, 9th records to next school .....		X	X
Consult with staff – needs assessment .....	X	X	X
Evaluate year and make plans for next year .....	X	X	X



# Sample High School Student Needs Assessment

## **Instruction to Students:**

Please read the following items CAREFULLY and CHECK any category that applies to you. Please answer this survey seriously!! Checking a category will NOT automatically place you in a group – this is just a survey, not a sign up sheet. At the end of each area there is a blank line, which can be used to make suggestions as to activities you'd like to see offered, but are not listed here. The purpose of this survey is to help the Guidance Office determine what type of activities/groups students want offered during the next school year. We will review the categories most often checked by students and will try to offer those activities for you. Thanks for your cooperation.

## **Career Concerns**

- ☐ I need help in choosing a career; I don't know what I want to do after I graduate; I am confused as to what type of work would really suit my personality, abilities, and interests.  
(CAREER VALUES)
- ☐ I know what I want to do but need more specific information on a particular career; I'd really like to talk with someone in the career field I have chosen.  
(CAREER CLUSTER EXPLORATION)
- ☐ I would like more information on the right way to apply for a job; I am somewhat nervous about going on a job interview.  
(JOB INTERVIEW SKILLS)
- ☐ I need someone to help me find a job; I'd like to or need to work part-time and don't know where to apply.  
(JOB PLACEMENT SERVICES)

**Other Career Concerns:** \_\_\_\_\_

## **Health Concerns**

- ☐ I would like help to lose weight; I would like to improve my physical appearance and condition; I'd like to learn more about exercising.  
(WEIGHT CONTROL GROUP)
- ☐ I would like to generally improve my physical appearance/health; I would like to know more about nutrition; how to care for my skin/hair.  
(GENERAL HEALTH CONCERNS)
- ☐ I would like to learn more about drug/alcohol use and abuse; I have a friend who's really into drugs and I am worried; what drugs are really dangerous; someone in my family is an alcoholic and I don't know how to handle it.  
(DRUG ABUSE)
- ☐ I would like to talk to someone individually about a health-related problem (nurse, counselor, etc.)  
(INDIVIDUAL CONFERENCES)

**Other Health Concerns:** \_\_\_\_\_

**Home/Family Concerns:**

- ☐ I would like to learn how to cope with my parents' separation or divorce; I am having difficulty accepting a new stepparent, stepsister, or stepbrother.  
(DIVORCE/SEPARATION)
- ☐ My parents don't understand or trust me, we seem to disagree all the time; I can't talk to them about a lot of my problems – I am treated as a child! I need help to try to get along better with my parents.  
(FAMILY CONFLICT GROUP)

**Other Home/Family Concerns:** \_\_\_\_\_

**Personal/Social Concerns**

- ☐ I lose my temper easily, lack of self-control, I always seem to feel nervous in the classroom and/or with other people. I worry a lot, I need to learn to relax.  
(STRESS/ANXIETY MANAGEMENT)
- ☐ I'd like to discover more about myself and others, better understanding of my feelings and personality; I'd like to be able to discuss my values, fears and needs with other people my age; learn how to get along better with others.  
(SELF-AWARENESS ACTIVITIES)
- ☐ I would like to discuss dating, relationships (male/female), marriage and family with others; how do I really know if I am in love; I feel shy with the opposite sex.  
(MALE-FEMALE RELATIONSHIPS)
- ☐ I would like to be able to talk to a counselor privately about a personal problem.

**Other Personal/Social Concerns:** \_\_\_\_\_

**Educational Concerns**

- ☐ I have trouble taking tests; I am not good at studying; I don't really know how to take notes or do research properly; I can't seem to manage my study time properly; I am usually worried about my grades.
- ☐ I need help in choosing a college; I need to know more about financial aid; how do I apply to a college; what tests (SAT/ACT) do I need to take to go to college and what are those tests like; what classes should I take in high school to prepare for college.  
(COLLEGE WORKSHOP)

**Other Educational Concerns:** \_\_\_\_\_

# Sample Middle School Student Needs Assessment

## **Student directions:**

This survey is anonymous. PLEASE DO NOT WRITE YOUR NAME ON THIS PAGE OR ON THE ANSWER SHEET. Read the list slowly. After reading, please rank order the five (5) concerns important to you. Number one (1) is the greatest concern you have, number 2 is the second greatest concern, and so forth, down to number 5 in descending order. Place your ranking in the blank to the left of the items. Thanks.

- \_\_\_\_\_ Poor complexion or skin trouble
- \_\_\_\_\_ Want more information about alcohol/drugs
- \_\_\_\_\_ Overweight
- \_\_\_\_\_ Worried about death or dying
- \_\_\_\_\_ Often tense or uptight (stressful feelings)
- \_\_\_\_\_ Don't know how to study
- \_\_\_\_\_ Afraid of failing in school work
- \_\_\_\_\_ Not getting along with a teacher
- \_\_\_\_\_ Afraid t speak up in class
- \_\_\_\_\_ Parents separated, divorced, or fighting
- \_\_\_\_\_ Parents not understanding me
- \_\_\_\_\_ Deciding what courses to take in high school
- \_\_\_\_\_ Want to know more about careers/career options
- \_\_\_\_\_ Dating
- \_\_\_\_\_ Slow in making friends
- \_\_\_\_\_ Wanting a more pleasing personality
- \_\_\_\_\_ Losing my temper
- \_\_\_\_\_ Getting into trouble
- \_\_\_\_\_ Lacking in self-confidence

## **Other concerns I have (not listed above):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Notification of Counseling

Student Name: \_\_\_\_\_

I understand that my child will be meeting with the school counselor.

Parent's Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Educational Support Groups vs. Therapy Groups

- Focus on life skills/coping skills
  - Education
  - Support/Safety net
  - Educational goals and objectives are achieved through curriculum-based content/activities
  - Building protective factors
  - Conducted by trained facilitators
    - caring
    - knowledgeable about child development and specific issues
    - have “health” to give
  - “LOVEE” driven (**L**isten, **O**bserve, **V**alidate, **E**ducate, **E**mpower)
  - Time limited (6-12 weeks)
- Solve a personal problem
  - Resolution
  - May be supportive but also includes confrontation and probing
  - Individualized treatment plan, use of therapeutic activities; however, process is always more important than content
  - Probing; addressing impact of risk factors; may focus later on building protective factors
  - Conducted by trained therapist
  - Psychological theory and diagnosis driven
  - Length of treatment determined by treatment process and patient's progress, or insurance coverage

# Sample Group Participation Form

Dear Parents:

I will be starting a small guidance group entitled: \_\_\_\_\_

The group will meet: \_\_\_\_\_

I would be delighted to have \_\_\_\_\_ in the group. I have discussed this with your child, and he/she would like to participate.

Typical program goals are:

- The group will help students to better understand themselves and others.
- The group will provide a safe and empathetic place where students can share feelings.
- The group will assist students in making positive changes in their lives.

If you have any questions, please call me at \_\_\_\_\_

We are excited about this new group. I hope you are too.

Sincerely,

Elementary Counselor

\_\_\_\_\_ My child may participate in this group.

\_\_\_\_\_ I don't want my child to participate in this group.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **THE TOOL KIT FOR SCHOOL COUNSELORS**

# **LAGNIAPPE**



**Lagniappe from Louisiana**

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**LAGNIAPPE**  
**FROM**  
**LOUISIANA**



# Lagniappe from Louisiana

## ***Thoughts for the Day***

Counselor provides the motivational/positive message to start the day during morning announcements. Reproduce quotes for all teachers to post in their rooms. A "Thought for the Day" calendar could be a resource.

## ***Ice-Breaker***

Pair students to list things, which lead to a successful school year. Form small groups and discuss and prioritize lists.

## ***Weekly Progress Report***

Students pick up a weekly progress report from the counselor's office to give to each teacher at the beginning of the class period and picked up at the period's end. Parent and student receive an immediate feedback of academic effort

## ***Best Question of the Day Award***

Students pose questions in classroom about academic work. "Best Question" receives reward of certificate, posting of question and student name on the board, etc.

## ***Positive statements***

Students develop X number of positive statements about themselves that begin "I am a student who..."

## ***PAL (Peer Assistance Leadership)***

Student goes to a work site and performs assigned duties. Use evaluation and summary of performance.

## ***Role Playing (Academics)***

Identify and display attitudes and behavior that lead to successful learning. Use communication skill games to know when and how to ask for assistance when needed. Students give examples of how effort and persistence positively reinforce their learning.

## ***Student of the Week/Month/Year***

By classroom, grade level, or school level. Use conduct reports, honor roll, report cards, and classroom test scores. Students may be selected on dependability, school spirit, responsibility, helpfulness, and courteousness. Also, a grade point cut off can be used. May be nominated and voted on by teachers.

## ***Learning Styles Inventory***

Students complete inventory; results are given to teachers to use to modify lessons and activities to benefit all types of learners.

### ***At-Home Filing System***

Freshmen students are encouraged to organize a filing system with file folders for report cards, test scores, interest inventory results, awards, etc.

### ***Self-knowledge***

Computer assessment of basic skills (math, reasoning, verbal) and personal learning styles, attitudes, temperaments through JTPA Jobs V from PESCO Int.

### ***Self-Esteem***

Students complete "Evaluating Your Self-Esteem:" worksheet; divide into groups of 4; use "Skills for Improving Your Self-Esteem" and "Isabel's Dilemma" (from LA Classroom Guidance Project, 9<sup>th</sup> grade unit). Move into circle for discussion; ask for volunteer to share methods for improving self-esteem.

### ***Identification of Personal Strengths***

Students fill out abilities chart; form groups and discuss their results and how others feel about them.

### ***Ethnicity Fair***

Groups participate in sharing activity in gym. Dress in attire; serve ethnic food; crafts; music.

### ***Identification of V alues***

Small group session where students define, identify values, attitudes, beliefs, make list of values, then prioritize and discuss. View video on values/beliefs. Complete activity sheet and follow-up with individual counseling.

### ***Cooperative Behavior***

Divide class into groups of four. Assign a task (build a house, for example) using a large piece of paper and marker. Construct house making one straight line. When one participant stops, another begins; line can't be broken; must continue until building is completed. Return to large group and discuss what was realized about working cooperatively.

### ***Feelings and Self-Knowledge***

Use food coloring, bleach, clear glass, water, and spoon. Discuss a scenario of anger. Add red food coloring to the water. For sadness, add blue, water gets dark. Add yellow food coloring. Something good happens but we can't see good because we are so full of negative attitudes. Discuss how we turn attitudes around. Who is it up to? Add bleach to water and water clears up. This shows we can change our attitude but it is our responsibility.

### ***Recognition of Student Awards and Achievements***

Display student work; provide portfolios for students to keep work; announce student awards and achievements.

### ***Incentive Programs***

Renaissance Program  
Academic Pep Rally  
Breakfast of Champions

### ***5-year Individual Career Plan***

Meet with students individually to discuss high school course work and post-high school plans. Review annually to make changes. Use ICP Plans, graduation requirements, TOPS, Career Path information. May cover 5 year Plan at Parent/Student Night.

### ***Career Day***

Send Survey to students to indicate career choices; invite business and industry representatives to present information on each career.

### ***Career Path Inventory***

Identify career path/major; review career information; plan 4-year curriculum based on major, update yearly.

### ***Co-curricular and Community Activities***

Provide information to 9<sup>th</sup> graders and transfer students about each extracurricular activity. Invite representatives from each group to speak at incoming freshmen conferences. Give school handbook to each student.

### ***Academic Posters***

Discuss in groups – interests, social development, work ethic, conflict resolution, cooperative learning.

### ***Career Information Activity***

Coordinate with each classroom teacher one career information activity per year. Career activities should be related to the subject matter being taught. Examples: biologist to speak in science.

### ***Job Applications/Interview***

Students complete a variety of job applications, role-play job interviews, video interviews and critique videos on proper procedure during interviews.

### ***Learn Goal-Setting***

Discuss long and short-term goals. Students list some things they want to achieve by next week, month, year, etc. What do they need to do to accomplish these goals?

### ***Identification of Values, Attitudes, and Beliefs***

Students list all possessions, things that mean the most to them. Then eliminate down to the 5 most important, then to the top 3 and prioritize. This activity enables student to see what really has value; encourages decision-making skills.

### ***Peer Mediation Training and Sessions***

Students use decision-making and problem-solving techniques; learn to understand consequences; identify and select solutions; demonstrate when, where, and how.

### ***Poster “How Are You Feeling Today?”***

Students list feelings they experience most often. Of those feelings, which ones do you express openly and freely with your friends and family? Of those feelings which ones do you keep tightly capped and seldom express to anyone? Why? Advise students to use HALT (Hungry, Angry, Lonely, Tired). If you are feeling any one of these STOP-evaluate before decision-making, dealing with others, etc.

### ***Dealing With Pressures***

Ask series of questions about pressure and develop a list of sources of pressure. Discussion: write the message being sent to you next to each source of pressure. Place an X next to those messages that will help with your goals. Divide students into groups and complete a “Saying No” activity sheet.

### ***Personal Safety Skills***

Recite the student's pledge. Interpret in English or reading class. Discuss the school district motto. Discuss discipline code. Review school handbook.

### ***Life Raft***

Use a large sheet of paper with group. Explain to group members that in order to survive a storm all members are to get on the raft with one foot off. Watch who takes control to direct the group, how the group works to plan strategy, and share what is learned.

### ***Senior Class Survey***

Seniors fill out form indicating three career choices and three post secondary institutions that they are interested in. Counselor will develop a library using this information.

### ***Senior Visitations***

Bring students to universities/technical colleges of their choice.

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# **GLOSSARY**

# Glossary of Terms

<b>Advisory Council</b>	A group of persons representative of those groups affected by the guidance program: parents, teachers, pupil personnel services staff, administration, local community groups, and when appropriate, students.
<b>Comprehensive Counseling and Guidance Program</b>	An essential component of the total instructional program, which involves a planned, purposeful, and sequential program of activities, which begin in kindergarten and continue through the twelfth grade.
<b>Counseling</b>	Means to focus on feelings and the resolution of affective issues and is intended to help those students who are dealing with behavioral or personality issues in an effort to keep these difficulties from developing into more serious problems.
<b>Developmental Counseling</b>	An approach that is both preventive and responsive to immediate concerns. It is based upon developmental stages, tasks, skills, and learning conditions. It is an attempt to identify certain skills and experiences that students need to be successful.
<b>Focus</b>	A statement describing the importance of each component.
<b>Group Counseling</b>	Involves a counselor working with two or more students on a problem or topic of interest. Counselors provide information, knowledge, and skills through academic, careers, and personal/social development.
<b>Human Resources</b>	Personal involved in the program that includes professional counselors, teachers, administrators, parents, students, and members of the community.
<b>Individual Counseling</b>	A personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest.
<b>Individual Planning</b>	The counselor's developed guidance and counseling plan that allows the counselor to develop the processes/activities which assist students in the formation and progression of their interpersonal/social, educational, and career experiences.
<b>Inputs, Resources</b>	Terms, which refer to the basic ingredients of a guidance program – the people, facilities, time, materials, and supplies.
<b>Management System Monitoring</b>	Establishes accountability for specific results and indicates who will be responsible for students acquiring predetermined competencies. The process of determining to what degree each student acquires the specified guidance competencies.

<b>Processes</b>	Activities for guidance program implementation. These strategies are designed and used in a flexible manner to help reach the desired student results.
<b>Responsive Services</b>	Attributes, which provide special help to students who are in need of assistance with problems that interfere with their healthy personal social, career, or educational development. It includes the provision of preventive responses to students who are on the brink of choosing an unhealthy or inappropriate solution to their problems or who have made unwise choices or have not coped well with problem situations. Listed below are the responsive services offered by school counselors:
<i>Counseling:</i>	Individual Counseling – see above Group Counseling – see above
<i>Guidance:</i>	Guidance is a process whereby the counselor provides information and facts, or activities, to the counselee relative to educational planning and needs for the present and future (including the next grade or school of attendance upon achieved promotion. The counselor with keen interest, acute integrity, wise counsel, careful consideration of student achievement, and student expectation of his/her present performance provides these facts and/or related activities. These facts, processes, tasks, and/or activities may also be inclusive of course offerings, the selection thereof, and the policies that govern the welfare of the student academically and interpersonally.
<i>Consultation:</i>	This is a service that shall be rendered with previously identified target groups, i.e., with parent(s) and/or guardian(s), teacher(s) administrator(s) and community agencies or support personnel from within and/or outside the school. The counselor serves as a resource person, at times individually, and at other times collectively, with the administration of the school or administrative support personnel from outside the school, but within the system. The primary function of consultation services is to foster, with genuine concern, the growth and development of students in all aspects to the extent humanly and professionally possible.
<i>Coordination:</i>	Coordination is the process of managing various indirect services, which benefit students, by being a liaison between school and community agencies.
<i>Referral:</i>	Referral is the process of transferring a student to another person or agency either within or outside the school. A referral may also be initiated by parent, teacher, or principal of the school (where the student is in attendance) to the counselor or vice versa.

<i>Follow-up:</i>	Follow-up is an on-going process that is established to maintain a continued relationship with students for in-school and post-school development and progress.
<i>Research:</i>	Research is used to assess the overall performance of students for the present year compared to that of previous years. Research is necessary to ascertain the degree of effectiveness of existing programs and/or of their conditions of operation.
<i>Placement:</i>	Placement is a process of assisting the student in the selection of course work and levels as applicable within the school and also considering interest and aptitude. Placement also includes support offerings, the selection of potential employment opportunities for present and on-going educational development, and assisting the student when possible in the securing of an employment position as one of his/her choices or decisions. Placement also includes verbal and written recommendations to colleges/universities or responses to U. S. Armed Services requests and inquiries.
<i>Information Services:</i>	Providing for, exchanging with, and maintaining for the students, parents, or guardians, and teachers appropriate and current information of a nature that is needed for continued educational, college, vocational, career oriented plans of students. The information service is designed to include support from business, industry, and labor, as well as the college support personnel as an integral part of the services coordinated by the counselor to provide students with knowledge for essential job qualifications and availability (for students) of part-time or full-time employment.



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